



Massachusetts Board of Elementary and Secondary Education

FY08 Annual Report



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D
Commissioner

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Massachusetts Department of Elementary and Secondary Education
350 Main Street, Malden, MA 02148-5023
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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Commissioner's Comments

Dear Board members,

When I came to Massachusetts as the new commissioner of elementary and secondary education in May 2008, I knew already that the state's public school students were among the highest performing in the nation. Our results on the 2008 Massachusetts Comprehensive Assessment System (MCAS) tests continue to rise overall, we ranked first or tied for first on all four reading and mathematics exams of the 2007 National Assessment of Educational Progress (NAEP), and in 2008 our SAT scores rose at a time when results nationally were relatively flat.

The evidence has convinced me that the Commonwealth's investment in education and commitment to a reform agenda that focuses on standards and results has yielded major dividends. No statistic better reflects this outcome than the 10th grade MCAS scores. In 2002, the average score for white students and students from middle and upper income families was barely in the proficient range, while the average score for students of color and students from low-income families was 15 to 20 points below proficient. The scores have risen steadily since then. In 2008, the average score for white students and middle income students is 15 to 20 points above proficient, while the average score for minority or low income students is at or close to proficient.

These results are commendable, but persistent achievement gaps continue to haunt us. We see gaps when comparing the scores of white and Asian students with black and Hispanic students, low income students with students from middle and upper income families, special education students with regular education students, and limited English proficient students with non-limited English proficient students. Even where the gap is beginning to narrow, the difference between these groups is sobering.

To enhance the Department of Elementary and Secondary Education's capacity to assist district efforts to improve teaching and learning, I have restructured the Department. My goal is to create new opportunities to provide technical assistance to districts, to offer professional development opportunities, to share best practices and resources, and to highlight exemplar districts, schools, and programs across the Commonwealth.

I am excited and humbled by the work that lies ahead. Our success in equipping all students across the Commonwealth with the knowledge and skills they need to succeed in college and in the workplace will take the collective effort of state, district, and school leaders, students, parents, and community members. I look forward to working closely with Governor Patrick and Secretary of Education Paul Reville to implement the governor's Readiness Plan. And I look forward to working with the Board, under the leadership of Chair Maura Banta,

as we strive to improve curriculum and instruction for all students in the Commonwealth and ensure that each student is prepared for success in the 21st century.

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

Chairman's Comments

Dear Board members,

These are exciting times in education in the Commonwealth. In just the past year, we have seen the hiring of a new Commissioner, welcomed a new Board chair and members and seen the formation of the Executive Office of Education. Governor Patrick and his administration have elevated education to the top priority for the state. We now have the obligation to deliver on the promise of education reform and ensure the success of all students.

I am proud to serve today as Secretary of Education and to lead the work of the Governor's Education Action Agenda as outlined in the Readiness Project. Our goal is to successfully coordinate the work of the Boards and Departments that collectively serve students from birth to college and beyond. I am proud to work with Mitchell Chester as our new commissioner of elementary and secondary education, who has already begun to make his mark in education policy, and Maura Banta who has so ably succeeded me as chair for the Board of Elementary and Secondary Education.

Under the leadership of Commissioner Chester and Chair Banta, the Board, Department and field of elementary and secondary education are poised to offer the support and guidance necessary to help schools and teachers provide the knowledge and skills students need to achieve and compete in our 21st century global economy.

The Board has already taken steps to achieve our goals for education reform. In the past year, we adopted a recommended high school course of study for college and career readiness; initiated the process of reviewing all of the state's curriculum frameworks; approved new technology literacy standards; and begun an important conversation about the next phase of our school and district accountability system to provide technical assistance to schools in their improvement planning. Finally, we are awaiting an important report from the Board's 21st Century Skills Task Force that will help inform the work to best align the curriculum and instruction in schools with the needs of the local, national, and international workforce.

I am eager to work with the governor, the legislature, Board members, Department staff, community leaders, parents, teachers, students, and other stakeholders as we move forward into the next phase of education reform. Our educational challenges are complex and will not lend themselves to simplistic solutions. The quality of our schools depends on our commitment to find and execute the right strategies to make good on our promise of a high quality public education for all of our children. We will need to be thoughtful, persistent, collaborative, and courageous in order to move ahead.

More than ever before, now is the time to act for the future of our economy, our Commonwealth, and our children.

S. Paul Reville
Massachusetts Secretary of Education

Introduction

This report of the Massachusetts Board of Elementary and Secondary Education covers activities and initiatives of both the Board and the Department of Elementary and Secondary Education for FY08. Each year the Board is required to submit a full report to inform the public and the Legislature about the work that is taking place to support and improve public education across the Commonwealth.

This was a year of transition in public education. After former Commissioner David Driscoll retired in August 2007, Deputy Commissioner Jeffrey Nellhaus filled in as Acting Commissioner until newly appointed Commissioner Mitchell Chester began his new job on May 19, 2008. In addition, Governor Patrick established the Executive Office of Education, led by newly appointed Secretary of Education Paul Reville. This office has been established to coordinate the work in all levels of education from preschool to college.

Through all of this transition the Department has maintained its focus on and dedication and commitment to improving the state's public schools and providing all students with the skills needed to succeed in college, in careers, and in life.

It was with these goals in mind that Department established its FY08 priorities around the four categories used to organize the main body of this report:

- **Support for Students** includes details on new programs and initiatives that were launched over the past year to increase academic achievement for all students.
- **Support for Educators** includes details about programs that were developed to ease the burden on teachers, provide professional development opportunities, and help them grow as educators.
- **Support for Districts** includes details about programs to support and build capacity in the state's highest need communities.
- **State Leadership** includes details about changes made within the Department and new initiatives aimed at making the agency more efficient and better poised to support and assist schools and districts.

The report concludes with an appendix that includes Board membership and meeting highlights, reports on important legislation and litigation, and statistics on education in Massachusetts.

Section 1: SUPPORT FOR STUDENTS

- 1.1 MassCore** The Board of Elementary and Secondary Education voted in November 2007 to approve MassCore as a recommended high school program of studies for students in the Commonwealth. MassCore recommends a comprehensive set of subject-area courses and units as well as other learning opportunities students should complete before graduating from high school, including: four units of English and mathematics, three units of laboratory-based science, three units of history and social science, two units of the same foreign language, one unit in the arts, and five units of additional core courses, as well as additional learning opportunities that students could take in high school to enhance their college and career readiness.

School districts were asked report in the recent SIMS spring data collection on 2008 high school graduates who have completed the courses and units in MassCore. Fifty-eight districts reported in the initial data collection, including 14,689 out of a possible 63,798 students. Of that group, 55 percent of students took the recommended program of studies. In the future all districts will be required to complete this data element. More information about MassCore is posted online here:

<http://www.doe.mass.edu/hsreform/masscore/>.

- 1.2 Graduation Rate Taskforce** At its February 2007 meeting the Board voted to establish a taskforce to work with Department staff to review additional data related to the four- and five-year high school graduation rates. The taskforce was asked to use this data to consider other issues such as recommendations for Adequate Yearly Progress (AYP) improvement targets and capacity and resources needed to increase the percentage of students graduating from high school. The taskforce was comprised of representatives from business and industry, school districts, high schools, alternative education programs, teacher organizations, student organizations, private non-profits, and Department staff.

The group met three times over a six-month period and developed recommendations for the Board to consider. The main recommendation was to use the five-year graduation rate to calculate AYP determinations. The report suggests several possible ways of doing so. The taskforce also identified a number of effective programs and strategies to reduce dropouts, in addition to urging three priorities for funding. Their full report is posted here: <http://www.doe.mass.edu/boe/docs/1207/item5.html>.

- 1.3 Curriculum Frameworks Reviews** In August 2007 the Board adopted a process and five-year schedule for reviewing and updating the seven

curriculum frameworks, beginning with English language arts (ELA). In November, 35 educators were selected to review the ELA framework and met monthly to consider survey data, research, and position papers in the field. The group produced two progress reports by June 2008. The panel recommended a greater emphasis on writing and research, stronger standards for literacy across the curriculum, and the addition of rigorous high school course syllabi in English. Drafts of revised standards are anticipated to be presented to the Board in fall 2008.

In February 2008, 34 other educators were selected to review the mathematics curriculum framework. This panel will continue to meet monthly through at least the winter of 2009. An online survey was posted to garner feedback from the field, and more than 200 responses were submitted. The panel carefully reviewed the survey results to help inform their recommendations for revisions, which will be presented to the Board in winter 2009. The current set of curriculum frameworks are posted online: <http://www.doe.mass.edu/frameworks/current.html>.

1.4 Work-Based Learning and Connecting Activities Connecting Activities is a Department-led initiative designed to drive and sustain the statewide school-to-career system. Working in partnership with the Executive Office of Labor and Workforce Development, the program establishes public-private partnerships through Massachusetts' 16 local Workforce Investment Boards to provide structured work-based learning experiences for students. Details about the 2007–2008 program include:

- Employers invested \$37,711,412 in wages to support students in structured internships.
- 14,729 students were placed in brokered internships at 5,624 employer sites.
- 10,971 students (75 percent) had a Massachusetts Work-Based Learning Plan to structure their internships.
- 11,657 students participated in job-shadowing experiences at 2,400 employer sites.
- 235 teachers participated in teacher externships.

1.5 Perkins 5-year plan In April the Department submitted the Massachusetts Perkins IV Five-Year State Plan to the United States Department of Education Office of Vocational and Adult Education. The plan, which addresses the major changes included in Perkins IV, was approved in July. The Commonwealth's plan aligns the use of Perkins funds with No Child Left Behind requirements, special education, and state programs and incorporates recent Board policies and regulations such as MassCore, Educational Proficiency Plans, and graduation rates. Further, the plan stresses that the Department will collaborate with key stakeholders such as organizations representing business, labor, and industry. Details on the

Department's new plan are posted here:

<http://www.doe.mass.edu/cte/techprep/consortiummanual.doc>

1.6 Software for CVTE teachers The Vocational Technical Competency Tracking System (VTCTS) is a web-based tool developed in 2008 to allow vocational career technical educators to track students' progress toward attaining competency in each objective in the Massachusetts Vocational Technical Education (VTE) frameworks. The system will be enhanced with additional functions such as reporting features, the capability to include curricula and certification exam content provided by national organizations, access to SIMS data, and the ability to customize strands within the VTE frameworks.

1.7 College & Career Web Portal In 2005, Massachusetts was named one of 10 "honor states" by the National Governors Association and was awarded a two-year, \$2 million grant to reform high schools and improve college readiness statewide. From that effort has stemmed a partnership between the Department of Elementary and Secondary Education, the Department of Higher Education, and the Massachusetts Education Financing Authority to build the state's first-ever college and career web portal. The Massachusetts College and Career Web Portal will provide a fully interactive, web-based platform to help students plan for, research, and be prepared for college and careers. Access would be free and available to all Massachusetts students beginning as early as middle school, as well as their families, teachers, and guidance counselors.

MEFA has committed \$1 million for the development of the site and will manage the day-to-day operations. The development will also be funded in part through a two-year, \$1.8 million College Access Challenge Grant received in August.

1.8 Kindergarten Learning Experiences The Department published *Kindergarten Learning Experiences* in April 2008 to aid in kindergarten curriculum planning. The publication is aligned with the *Guidelines for Preschool Learning Experiences* (DOE 2003), also based on the curriculum frameworks. The document contains sample activities that vary in difficulty, complexity, and depth for children at varying levels of development. The activities often incorporate two or more content areas to encourage a multidisciplinary approach that builds on children's strengths. The full document is posted online: <http://www.doe.mass.edu/ess/reports/0408kle.doc>

1.9 Kindergarten Development Grants This program was established in FY 2000 to expand access to and improve the quality of full-day kindergarten programs across the Commonwealth. At that time approximately 29 percent of kindergarten-aged children attended full-day programs; in FY

2008 nearly 70 percent of children in public kindergartens attended full-day programs. Of that total, 82 percent were in grant-funded classrooms.

Two grants are funded. The Transition Planning for Full-day Kindergarten grants are one-time grants to prepare half-day kindergarten programs to convert to full-day in the following school year. The Quality Full-day Kindergarten grants are ongoing grants that support quality elements including lower class sizes, paraprofessionals in the classroom, inclusion of children with disabilities, support for English language learners, professional development and consultation, accreditation by the National Association for the Education of Young Children, and classroom materials that support high quality curriculum and assessment.

- 1.10 Wellness Policies** Each district has adopted a wellness policy based on an assessment of the community's needs regarding nutritional foods at school-sponsored events, classroom activities involving food, food allergies, food safety concerns, physical education and activity, and awareness that good health fosters student attendance and education. More on wellness policies can be found online:

<http://www.doe.mass.edu/boe/sac/councils/wellness.doc>.

- 1.11 Surveys of Student Health & Risk Behaviors** Information on student health and risk behaviors for high schoolers is collected through our annual Youth Risk Behavior Survey, the most recent of which was published in May 2008. This report was published by both the Department of Elementary and Secondary Education and the Department of Public Health through funding from the Centers for Disease Control and Prevention. Findings included continued improvements in the use of tobacco, alcohol and drugs, violent behavior and thoughts of suicide. The full report, "Health and Risk Behaviors of Massachusetts Youth, 2007," is posted online:

<http://www.doe.mass.edu/cnp/hprograms/yrbs/2007YRBS.doc>

- 1.12 After-School and Out-Of-School Time Grants** In FY08 the Department received \$2 million from the Legislature to award 48 After-School and Out-of-School Time Quality grants to public schools, non-public schools, and community-based organizations. These grantees operated after-school and out-of-school time programs during the school year, summer programs to address the summer learning loss, or both. In all, nearly 7,000 children and youth across the Commonwealth in kindergarten through grade 12 benefited from the programs, services, and quality enhancements.

- 1.13 MCAS Academic Support Programs** MCAS Academic Support programs are designed for students who have not yet passed the 10th grade English language arts and mathematics MCAS tests (or retests) required to earn a

Competency Determination (CD). Since 2003, in addition to local requirements, a CD has been necessary for high school graduation. Students from the classes of 2003–2008 are eligible to participate. Funding supports one-stop career centers, programs at district/approved private special education schools and collaboratives, work and learning programs, and other partnerships.

FY08 data is not yet available, but in FY07 371 MCAS academic support programs were funded, serving approximately 13,200 of the 87,700 eligible students. Those who participated were 25 percentage points more likely to earn their CD by November 2007 than eligible students who did not participate. The 2008 legislative report on the MCAS Academic Support programs is posted online:

<http://www.doe.mass.edu/research/reports/0208mcasasprograms.doc>

- 1.14 Work to Support English Language Learners** The Department published *Guidelines for Developing a Content-based ESL Curriculum* to assist districts in developing an English as a Second Language (ESL) Curriculum. It is based on the Department's *English Language Proficiency Benchmarks and Outcomes for English Language Learners* and is currently being used by teams from 15 school districts that enroll large numbers of English language learners (ELLs) and by ESL teachers from 30 school districts enrolling smaller number of ELLs.

Other services offered include professional development for ESL teachers and the Massachusetts English Language Teacher (MELT) initiative, which aims to train ESL teachers for high need districts. To date more than 3,500 classroom teachers have participated in a Sheltered English Immersion professional development program, and the MELT program has found nearly 60 licensed ESL teachers for classrooms in Boston and Worcester. More about the Department's work with English Language Learners is posted online: <http://www.doe.mass.edu/ell/>

- 1.15 21st Century Community Learning Centers** The 21st Century Community Learning Centers (21st CCLC) grants are funded through Title IV-B of the 2001 No Child Left Behind Act. These grants are awarded on a competitive basis with a continuation of funding available for up to four additional years. In FY08, the Department awarded \$12,149,589 to 41 entities through new competitive and continuation grants. FY08 information is still being compiled, but in FY07 data indicated that students who participated in the 21st CCLC programs made significant gains in all of the areas measured. Highlights of FY07 21st CCLC Programs include:

- Approximately 21,800 students in grades K–12 participated in 21st CCLC program services offered in 39 districts at 187 sites across the state.
- 21st CCLC participants included nearly 14,000 students who received free or reduced price lunch, 4,100 students with disabilities, and 3,000 students with limited English proficiency.
- Participants attended an average of 145 hours of programming during the school year and/or summer.
- Student gains in math and/or English language arts were statistically significant in more than three-quarters of the districts collecting data.

1.16 Early Reading In addition to federal Reading First funding, Massachusetts received a Targeted Assistance grant of \$958,068 to be used by FY09. The Targeted Assistance grant is an incentive award provided to states that show improvements in K–3 reading achievement for two consecutive years. The award requires that the state show overall improvement in grades 1–3 and for all of the state’s targeted subgroups: English language learners, students with special needs, high poverty, and major ethnic and racial groups. New Bedford and Somerville both met the criteria and were awarded proportional shares of the state’s award. Throughout the grant period, these districts will serve as peer leaders in disseminating scientifically based reading instructional practices across the state.

Section 2: SUPPORT FOR EDUCATORS

2.1 Licensure data The Department currently offers four types of licenses: Temporary, Preliminary, Initial, and Professional. In addition, the Department offers licensure in 43 “fields,” which cover specified grade spans and are embedded in four categories: Teacher (31), Specialist Teacher (3), Administrator (5) and Professional Support Personnel (4). One-year waivers are available in cases when a licensed and qualified candidate cannot be found to fill a position.

In FY08 the Office of Educator Licensure issued almost 19,000 licenses and conducted 55,000 evaluations. On average, the Department issues 225 temporary, 3,600 Preliminary, 9,000 Initial and 4,200 Professional licenses per year. In FY08 the Department granted more than 3,200 waivers (2,100 first-year, 1,100 additional year); of that total 37 percent were for special education positions, and 14 percent were for positions in math or science.

The Department's call center receives and responds to more than 50,000 calls each year and works directly with more than 3,000 educators who come to the unit's walk-in help desk. In FY09 the Department will continue this work along with the renewal of an estimated 50,000 educators including the first license renewal for vocational educators.

2.2 Massachusetts Educational Leadership Alliance The Massachusetts Educational Leadership Alliance (the Alliance) is a collaborative partnership between the Massachusetts Association of School Committees, the Massachusetts Association of School Superintendents, the Massachusetts Elementary School Principals Association, the Massachusetts Secondary School Administrators Association, Future Management Systems, DWJ Solutions, and the Department of Elementary and Secondary Education. The purpose of the Alliance is to construct a systemic approach to building successful leadership for school districts to improve student achievement. Training and support offered by the Alliance partners emphasizes on building knowledge and skills of school committees, superintendents, principals, and other school leaders in order.

In FY07 almost half of the \$1 million budget was dedicated to executive training with the National Institute for School Leaders, the core initiative to support instructional leadership and improve student achievement in Massachusetts. With the remaining state funding the Alliance continued to provide coaching services for all leaders in five districts with the addition of developing district teaming and professional learning communities. District support for changes in leadership, known as the Transition Project, was offered to six districts to help school committees and superintendents with

the change of leadership, aiding school committees with superintendent searches, and training school committee members and chairs on the roles and responsibilities of each leadership position.

2.3 Harvard ExEL Program In the summer of 2007, the Department and superintendents from four urban districts (Boston, Springfield, Worcester, and Chelsea) joined the Oregon Department of Education and four Oregon districts as participants in the Harvard Executive Leadership Program for Educators (ExEL). This program, funded by the Wallace Foundation, builds on and integrates several programs and approaches used by Harvard's graduate schools to help improve leadership in urban and high needs districts and state departments of education. The goal is to help district and state superintendents and their teams bring high-quality teaching and learning to scale in each state involved. The Massachusetts state and district teams have formed a State Educational Improvement Network that has identified instructional improvement goals and outcomes that it believes are central to its work and will use the ideas, tools and frameworks of the initiative to work more effectively toward those goals. The Massachusetts team has chosen English Language Learners as their area of focus.

2.4 NISL training In 2005 Massachusetts became the first state to implement training by the National Institute for School Leadership statewide to provide leadership training to urban school and district administrators. NISL is a heavily researched and fully field-tested program that is designed to assist school districts across the state in leadership development efforts. The intent of this initiative is to build leadership capacity through distributed leadership, increase recruitment and retention of effective leaders, and most importantly, improve student achievement. The focus of the training is on both instruction in literacy, mathematics, and science and instruction tailored to the needs of English language learners and students with disabilities. These programs highlight the state's expectation that schools will improve their services to support all students, including high-need populations, through instructional leadership that is standards-based, ethical, and distributed.

The first cohort of principals and district leaders have completed the NISL leadership team "Train the Trainer" program and have since provided instructional leadership training in their districts and/or regions. The complete NISL direct training program has also been delivered to every principal and district leader in Holyoke as part of the Department's assistance to the state's first underperforming district. Currently 27 districts and over 800 administrators are participating or have completed the NISL training. The districts participating in the training are Athol-Royalston,

Boston, Brockton, Chelsea, Chicopee, Fall River, Fitchburg, Framingham, Haverhill, Lawrence, Leominster, Lowell, Lynn, Malden, New Bedford, Pittsfield, Revere, Somerville, Springfield, Gill-Montague, Holbrook, Randolph, Southbridge, Springfield, Winchendon, Westfield, and Worcester.

- 2.5 Massachusetts Cohesive Leadership System** With the help of \$2 million from the Wallace Foundation, Massachusetts is building a cohesive systemic approach to developing educational leaders, including a pathway for moving isolated, uncoordinated efforts towards working and planning collectively.

During the fiscal year 2008, ESE continued to strengthen leadership development by engaging various focus groups compiled of leaders from higher education, K-12 education, and professional organizations to review leadership standards. The goal is to develop, test, and share useful approaches for improving the preparation of education leaders, and also to create the conditions that support their ability to significantly lift student achievement across entire states and districts, especially in high-needs schools.

The Department of Elementary and Secondary Education and the Center for Education Policy at the University of Massachusetts have worked together to create proposed leadership standards that are teachable, measurable, and actionable. Wallace funding continues to support the ESE's partnership with Springfield and Boston Public Schools to develop a process to assess their leadership preparatory programs in relation to revised standards for educational leadership, including developing a useful tool and "instruction manual" on how to conduct this process and to pilot the new standards. In addition, ESE continued to provide training and coaching for school leaders of high-needs urban schools.

- 2.6 Math & Science Partnerships** The Massachusetts Mathematics and Science Partnership (MMSP) Program is currently in its fifth year of funding through Title II-B of the *No Child Left Behind Act*. This funding is used to support eight professional development partnerships between high-need districts and institutions of higher education. Each partnership offers multiple courses, and teachers are encouraged to take more than one course. During FY08, approximately 45 courses were offered and educators from more than 40 mainly high-need districts participated.

Over the first 4 years of this program, 19 partnerships have been funded around math and/or science content. In all, 131 courses have been delivered, including 106 mathematics courses, 21 science, 3 technology/engineering courses, and 1 integrated mathematics and

science course. More than 1,300 teachers representing mainly high-need districts have participated.

- 2.7 Massachusetts Intel Mathematics Initiative (MIMI)** In the fall of 2006, the Department entered into a partnership with the Intel Corporation, the UMass Medical School's Regional Science Resource Center, and University of Vermont mathematician Dr. Kenneth Gross. Through this partnership the Massachusetts Intel Mathematics Initiative (MIMI) was launched in the summer of 2007, offering 150 elementary and middle school math teachers an 80-hour course focused on K–8 foundational content (e.g., arithmetical operations, proportional reasoning, linear equations). This first cohort of participants drew from high-need districts including Boston, Springfield and New Bedford. Participants finished the course in the fall of 2007 and met regularly throughout the school year in mathematical learning communities to extend their learning and improve instructional practice.

Funded by a state line item focused on professional development in math and science, an additional 175 teachers will finish the intensive 80-hour mathematics course in the fall of 2008. The course is taught by the same group of instructors (primarily higher education faculty), utilizing a carefully revised and improved curriculum based on extensive feedback provided by the evaluators, participants, and Department staff. Worcester has been added to the original districts so that the three largest urban districts in the Commonwealth are participating in the initiative. More on the MIMI Initiative is posted online:

<http://www.doe.mass.edu/omste/news07/mimi.html>

- 2.8 ALEKS Mathematics MTEL Preparation Pilot Study** The Department conducted a pilot study in FY08 to examine the potential benefits to teachers and teacher candidates of using a web-based tutorial program to prepare for the MTEL Elementary Mathematics (#53) and Middle School Mathematics (#47) tests. Approximately 200 study participants received a free three-month subscription to Assessment and Learning in Knowledge Spaces (ALEKS) software, a web-based assessment and learning system. Participants in the study agreed to use ALEKS for a minimum of 10 hours, document their experience by completing three surveys, and register and take an MTEL mathematics test (in spring or summer 2008). Depending on the results of the external evaluation conducted by the University of Massachusetts' Donahue Institute (due fall 2008), the Department may consider supporting the use of ALEKS or similar tools for prospective mathematics teachers as a means of addressing the workforce shortage in this area.

Section 3: SUPPORT FOR SCHOOLS AND DISTRICTS

3.1 State Review Panels Over a five-week period from March through May 2008, the Department convened nine State Review Panels to review district Plans for School Intervention submitted by leadership teams from the nine Commissioner's Districts: Boston, Brockton, Fall River, Holyoke, Lawrence, Lowell, New Bedford, Springfield, and Worcester. These Plans set out the priority initiatives identified by district leaders in response to the identified needs of their Commonwealth Priority Schools (formerly known as underperforming schools). In total, 54 Commonwealth Priority Schools are addressed in the nine Plans.

In all nine cases, the State Review Panels recommended Board approval of the districts' Plans for School Intervention. State Review Panels determined that the improvement initiatives and strategies set out by each district leadership team in their written plans and in their presentations to panelists demonstrated appropriate consideration of the needs in their Commonwealth Priority Schools. At its June 25, 2008 meeting, the Board voted to accept the plans from the nine districts. Details about these Review Panels and the reports for each district are posted online: <http://www.doe.mass.edu/boe/docs/0508/item2.html>

3.2 Commonwealth Priority School Status Changes Prior to this year, four schools had exited underperforming or Commonwealth Priority School status: Roosevelt Middle School in New Bedford, Mt. Pleasant Elementary School in New Bedford, Maurice Donahue Elementary in Holyoke, and the E.J. Harrington Elementary School in Lynn.

In November 2007, the Board reviewed the progress of 14 schools listed as underperforming. They voted to release four from underperforming status, based on the levels of significant and sustained improvement each had gained. Those included: Washington Elementary in Springfield, Liberty Elementary in Springfield, Arlington Elementary in Lawrence and Laurel Lake Elementary in Fall River.

The Board also determined that four other schools identified as underperforming in the period of 2000–2004 should remain in this status. These schools showed some improvement in student performance, but each school's AYP status still met the state definition of a Commonwealth Priority School. Those schools include: Lucy Stone Elementary in Boston, Elihu Greenwood Elementary in Boston, Michael Perkins Elementary in Boston, and the James Sullivan Middle School in Lowell.

The Board did not take formal action on the remaining six schools, where improvement in student performance was not satisfactory. Instead Board members decided to hold on further action pending review and possible restructuring of the state school accountability system. Those six schools include Homer Street Elementary in Springfield, M. Marcus Kiley Middle School in Springfield, White Street Elementary in Springfield, Gerena Elementary in Springfield, Arlington Middle School in Lawrence, and the John Lynch Middle School in Holyoke. More details about the 14 schools discussed is posted online:

<http://www.doe.mass.edu/boe/docs/1107/item7.html>

- 3.3 Underperforming District Status Change: Winchendon** At its March 2008 meeting, the Board received information about the Winchendon Public Schools, including a District Progress Report submitted by Superintendent Peter Azar; a report from the Educational Development Center (EDC), the state-appointed turnaround partner for the district; and a packet of longitudinal student performance data and AYP progress measures.

Board members agreed that with the Department's support, the district has made progress in aligning its curricula to state standards, put strong leadership in place for curricular and instructional improvement, and implemented systematic processes for collecting and using data to inform instructional decision-making.

At the April 24 Board meeting, the Board voted to release the Winchendon Public Schools from underperforming status. Department officials pledged to continue supporting the collaborative work of Winchendon and its neighboring districts as they pursue regional opportunities to realize fiscal efficiencies and share successful improvement strategies. Details on Winchendon's progress are posted online:

<http://www.doe.mass.edu/boe/docs/0408/item2.html>

- 3.4 Underperforming District Status Change: Randolph** In November 2007, the Board voted to designate the Randolph Public School District as an underperforming district. The Board further directed the Department to conduct a review of current leadership within the school community to determine whether the district had the capacity to address identified problems and improve the quality of educational services to Randolph students. To that end, a team of three educational consultants appointed by the commissioner visited the district in December, where they reviewed data and documents provided by the Department and by the district and conducted a series of interviews with individuals and groups across the community.

The team prepared a District Leadership Evaluation Report, which was presented to the Board in February. As a result, the Board voted to defer action on chronic underperformance and state receivership for the district for 120 days to allow district leaders, school committee members, and the Board of Selectmen to prepare a focused Turnaround Plan to guide next steps. The commissioner appointed a District Support Team (DST) to assist the parties in their efforts to define priority actions to be taken during the next 24 months and to foster the community-wide, consensus-building effort necessary to create the conditions for positive change and collaboration.

The Board reviewed the Turnaround Plan in June and approved it in July 2008. The Department has since reconvened the DST, which is now charged with providing support, guidance, and oversight for the district's efforts over the next year. The DST will provide the commissioner and Board with periodic updates to track progress in the district. More on the Randolph turnaround plan and Board vote is posted online:

<http://www.doe.mass.edu/boe/docs/0608/item6.html>.

- 3.5 School Redesign: Expanded Learning Time** The FY08 state budget included a \$13 million appropriation for Expanded Learning Time (ELT), which was used to support the expansion of the school day and/or year in 18 schools in 9 districts. Four of the five districts that participated in the initiative in its first year expanded the number of redesigned schools participating in year two, and three districts were added to the ELT initiative. In addition the Board awarded \$230,000 in new planning grants to 28 districts to explore the potential redesign of 67 schools and provided \$19,500 in continuation planning grants to 10 districts to further develop redesign options for 21 additional schools.

Between January and April 2008, the Department received plans from 18 districts proposing redesigned schedules for 37 schools seeking support for ELT implementation during the 2008–2009 school year. Of that group, eight new Expanded Learning Time schools located in five districts were selected for funding. More details on the latest Expanded Learning Time schools are posted online: <http://www.doe.mass.edu/news/news.asp?id=4144>

In addition, the Department continued its contract with Abt Associates for a comprehensive external evaluation. The Department's Office of Strategic Planning, Research, and Evaluation applied for and received a grant from the Institute of Education Sciences at the U.S. Department of Education to support four more years of the evaluation. The evaluation of the program's first year is posted online:

<http://www.doe.mass.edu/research/reports/0208elt.html>.

- 3.6 School Redesign: Commonwealth Priority Schools** In March 2007, the Board voted to allow four schools that would otherwise have been designated as underperforming to become the state's first Commonwealth Priority Schools. These schools—Academy Middle School in Fitchburg, English High School in Boston, and Putnam Vocational Technical High School and John J. Duggan Middle School in Springfield—were afforded increased autonomy and increased accountability in their efforts to improve their students' performance.

An evaluation of the first year of the program conducted by the Donahue Institute at the University of Massachusetts suggested that the schools made immediate changes in staffing and student enrollment, time on learning, time for collaboration and professional development for teachers, and governance. Changes to curriculum and instruction were incremental. Staff in the schools perceived improvements in capacity and practice and most felt that the initiative was moving their school in the right direction, though results varied widely by school. The evaluation of the program's first year is posted online:

http://www.doe.mass.edu/research/reports/Comm_Pilot_report3.pdf.

- 3.7 Massachusetts English Proficiency Assessment (MEPA) Program** The MEPA program assesses limited English proficient (LEP) students on their English language proficiency and the progress they are making in learning English. The Commonwealth's 51,000 LEP students participate annually in tests in reading, writing, listening, and speaking. The MEPA program responds to testing requirements under Title III of the No Child Left Behind Law and to Chapter 386 of the Massachusetts Acts of 2002 (known as "Question 2"), which requires annual assessment of all English language learners in the state.

After an extensive competitive bid process, a contract for the MEPA program was awarded in January 2008 to Measured Progress of Dover, New Hampshire, for the development and implementation of the MEPA program from 2008 until 2012. MEPA reading and writing tests are being developed for LEP students in grades 3-12, and for the first time, for students in grades K-2. These tests are based on the Massachusetts *English Language Proficiency Benchmarks and Outcomes for English Language Learners*.

A field test will be administered to LEP students in grades 1-12 in fall 2008, with new operational tests in spring 2009. In addition, online testing will be piloted in spring 2009 for up to 20 percent of LEP students. More information on MEPA is posted online at: <http://www.doe.mass.edu/mcas/mepa/>.

- 3.8 Algebra II End-of-Course Exam** The Department has entered into a partnership with the American Diploma Project (ADP) and 13 other states to develop an Algebra II End-of-Course Exam, to offer Massachusetts schools the opportunity to measure readiness for post-secondary success. In Massachusetts the ADP Algebra II exam will be offered online in two 60-minute (untimed) sessions on a voluntary basis to public high school students. The online exam will be available twice annually: late spring and mid-winter, beginning with a split testing window for the winter in December 2008 and January 2009.

The ADP Algebra II exam is currently being developed by Pearson, Inc. under the direction of Achieve, Inc. and 14 partnering states: Arizona, Arkansas, Hawaii, Indiana, Kentucky, Maryland, Massachusetts, Minnesota, New Jersey, North Carolina, Ohio, Pennsylvania, Rhode Island, and the state of Washington. During this past school year, several schools in Massachusetts voluntarily participated in the two Algebra II field tests. The first one was offered October 1–5, 2007, with 1,000 students participating, and the second was offered February 11–15, 2008, with 5,000 students participating.

- 3.8 School-to-College Database** The Department has continued its collaboration with the Department of Higher Education to build a database of Massachusetts public high school graduates who enroll in Massachusetts public postsecondary institutions. This year the Department produced the first reports out of this School-to-College Database: a statewide report in February showing college enrollment trends for the high school class of 2005 and individual reports for every high school sending 10 or more graduates on to public higher education in Massachusetts.

The reports showed that 33 percent of the public high school graduating class enrolls in a Massachusetts public higher education institution in the fall after high school graduation. Of these, 30 percent enroll at a University of Massachusetts campus, 25 percent at a state college, and 45 percent at a community college. In all, 37 percent of public high school graduates enroll in at least one remedial course, most commonly mathematics, in their first semester at a Massachusetts public college. Among those who enrolled as full-time degree-seeking students, more than 80 percent returned for a second year of college in fall 2006. The statewide and high school reports are available online: <http://www.doe.mass.edu/research/reports/s2c.html>.

- 3.9 Education Data Warehouse** The Education Data Warehouse is a collaborative effort between the Department and local school districts to centralize K–12 educational performance data into one coordinated state data repository. The long-term goal is to provide every district and school

with the ability to easily query and analyze their organization's state-maintained data and to provide districts with the option to load and analyze their own data.

In FY08, the Warehouse was in its second year of implementation, with 70 public school districts and charter schools participating statewide. These districts and schools can use predefined reports—for example, MCAS item analysis or performance distributions—or develop their own special reports to answer particular policy or educational questions. They also have access to a tool that allows them to do quick, on-the-fly queries for simple requests. This year, new enrollment and indicators reports were added to help districts analyze their student populations. On-the-fly subgroup analysis by achievement level or demographic can now drill down to individual student reports, and districts now have the ability to upload other assessment results besides MCAS. In addition, ESE is working with Public Consulting Group to create a district-focused data warehouse training curriculum to be available to all districts in the fall.

The purpose is to help district staff understand how to use the data warehouse for data-driven decision-making at the district and school level to improve instruction. Current plans are to continue to expand usership statewide. More information on the Education Data Warehouse is available online at <http://www.doe.mass.edu/infoservices/dw/>.

Section 4: STATE LEADERSHIP

- 4.1 Transition for the Department of Elementary and Secondary Education** FY08 represented a period of significant leadership transition for the Department, beginning with the retirement of Commissioner David Driscoll in August 2007. Deputy Commissioner Jeffrey Nellhaus stepped in as acting commissioner from September 1 through May 19, the first official day on the job for newly appointed commissioner Mitchell Chester. Details about his selection are posted here:

<http://www.doe.mass.edu/news/news.asp?id=3861>.

In addition, early in 2008 Governor Patrick selected Paul Reville to be Secretary of Education and to lead the newly established Executive Office of Education. This Secretariat is responsible for coordinating the work of the Department of Early Education and Care, the Department of Elementary and Secondary Education, the Department of Higher Education, and the University of Massachusetts, in an effort to create a more seamless system of public education for the Commonwealth. Details about the Executive Office of Education are posted online: <http://www.mass.gov/education/>.

- 4.2 Prioritized Agency Budget** In an effort to focus the work of the Department around the agency's priorities, the FY08 budget proposal was organized into four sections: support for students, support for educators, support for schools and districts, and state leadership. Budget constraints prompted a late decision to provide both a maintenance budget and one that expanded funding around priority areas. The two versions and details about the spending plans are posted online:

<http://www.doe.mass.edu/boe/docs/1107/item6.html>.

- 4.3 Move to New Building** Much of 2008 was spent planning for the Department's coming move to a new location in January of 2009. The Department, now housed in three locations, will move into a brand-new, 117,000 square foot, custom-designed building on Pleasant Street in Malden. Most units will begin moving in late December, and the entire agency is expected to be located in the new building by mid-January 2009.

- 4.4 Research and Evaluation Reports** The Department created the Office of Strategic Planning, Research, and Evaluation in FY07 to increase integration of research and evidence into policymaking and strategic planning. In 2008 this unit expanded to four full-time staff and issued multiple reports on important topics. Major research projects coordinated and released by this office in 2008 included:

- Preliminary Report on Current Fiscal Conditions in Massachusetts Public School Districts
- Evaluation of the Expanded Learning Time Initiative, Year One
- Commonwealth Pilot School Initiative: Interim Report and Year One Report
- Massachusetts School-to-College Reports
- Education Research Brief: Current Trends in School Finance
- Education Research Brief: Supply and Demand of STEM Workers in Massachusetts
- Education Research Brief: Connecting Activities: Making the Workplace a Learning Place

Copies of these and other reports and additional information on this group's work are available at <http://www.doe.mass.edu/research/>.

4.7 Education Roundtables During the fall of 2007, the Department launched a series of agency-wide roundtable discussions to provide staff with the opportunity to discuss important initiatives and issues related to the agency work. There were four roundtable discussions during 2007–2008. The first was held in April and focused on accountability efforts from across the agency, including NCLB accountability, charter schools, Program Quality Assurance, and research and evaluation. The second event in February focused on programs for English language learners, both students and adults. In April, the discussion centered around the Commonwealth Pilot School and Expanded Learning Time initiatives. In June the Department held showings of the documentary *Two Million Minutes* and hosted a follow-up discussion about the film. Each event has relied on the expertise of staff from across the agency and prompted fruitful discussions. Between 40 and 50 staff typically attend the roundtables.

Appendix

I. Members of the Board of Elementary and Secondary Education, July 2007 to June 2008



Paul Reville, Chair (August 2007 to June 2008)

Rennie Center for Education Research
& Policy
131 Mt. Auburn Street, 1st Floor
Cambridge, MA 02138

Paul Reville was named Secretary of Education in March 2008 and stepped into the new position on July 1, 2008. Previously he served as president of the Rennie Center for Education Research & Policy and serves as the Director of the Education Policy and Management Program and a lecturer at the Harvard Graduate School of Education. Paul is the former executive director of the Pew Forum on Standards-Based Reform and was the founding executive director of the Massachusetts Business Alliance for Education. He also served on the Massachusetts State Board of Education from 1991–96 and chaired the Massachusetts Commission on Time and Learning, as well as the Massachusetts Education Reform Review Commission. He recently served on Governor Patrick's Transition Team and as chair of the Governor's Pre-K–12 Task Force on Governance. He is a former teacher and principal in urban, alternative schools. Paul is a trustee of Wheelock College and the Nativity School of Worcester and serves on numerous other boards and advisory committees. Last year, he edited the book, *A Decade of Urban School Reform: Persistence and Progress in the Boston Public Schools*. He is a graduate of Colorado College and holds a master's degree from Stanford University.



Ann J. Reale, Vice-Chair (August 2007 to February 2008)

Commissioner, Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Ann J. Reale is the first Commissioner of the Department of Early Education and Care, which will build a new, coordinated, comprehensive system of early education and care in Massachusetts.

Commissioner Reale served as Senior Policy Advisor to Governor Romney from 2003–2005 and held a number of positions in the Executive Office for Administration and Finance from 1996–2003, including Undersecretary and Acting Chief Financial Officer (2002–2003) and State Budget Director and Assistant Secretary (1999–2002).

Commissioner Reale holds a master's degree in public administration from Syracuse University and a B.A. in economics from the University of Massachusetts, Amherst.

** As part of Governor Patrick's education reorganization plan, Chapter 27 of the Acts of 2008, the Chancellor of Higher Education and the Commissioner of Early Education and Care no longer serve on the Board of Elementary and Secondary Education. The February 2008 regular meeting was Commissioner Reale's final meeting as a member of the Board.*



Christopher Anderson (January 2006-June 2008)

Massachusetts High Technology Council,
Inc.
1601 Trapelo Road
Waltham, MA 02451

Christopher R. Anderson is president of the Massachusetts High Technology Council, Inc. Before becoming president in January 2001, he served as the Council's vice president and general counsel. He joined the Council in 1984 and has helped shape state policies that have improved the business climate for the Massachusetts high technology industry. In June 2001, he was appointed to serve as a member of the Massachusetts Renewable Energy Trust Advisory Committee. In March 2001, he was appointed to serve as a member of the State Advisory Council to the Department of Employment and Training. Mr. Anderson graduated from Lexington High School in Lexington, MA. He holds a bachelor of arts degree from the University of Notre Dame and a law degree from Suffolk University School of Law. He served as the Chair of the Board of Education from November 2006 to July 2007.



Harneen Chernow
1199SEIU Training and Upgrading
Fund
150 Mt. Vernon Street Suite 324
Boston, MA 02125

Harneen Chernow directs the Massachusetts Division of the 1199SEIU Training and Upgrading Fund. A partnership between 1199SEIU and healthcare employers, this fund provides incumbent healthcare workers with a wide range of training and career ladder opportunities.

Previously, Ms. Chernow served as the Director of Education and Training for the Massachusetts AFL-CIO and engaged in public policy and advocacy efforts to promote a workforce development system focused on low-wage and lesser-skilled workers.

Ms. Chernow has over 20 years of experience designing and implementing labor/management workforce partnerships that create career ladders and opportunities leading to worker advancement. She also participates in numerous advocacy efforts to build a strong workforce system accountable to multiple stakeholders. She serves on a number of boards and commissions overseeing workforce development initiatives, including the Massachusetts Workforce Board Association, Boston PIC Workforce Development Committee, the Robert Woods Johnson Jobs to Career Initiative, and the Extended Care Career Ladder Initiative.

Ms. Chernow is the recipient of the AFT-Massachusetts Hero in Education Award, Massachusetts AFL-CIO Outstanding Service Award, the UMass Dartmouth Labor Education Center Fontera Memorial Award, and the UMass Boston Labor Resource Center Foster-Kenney Award. She received her B.A. from Wellesley College and M.A. from University of California, Berkeley.



Gerald Chertavian
Year Up
93 Summer Street
Boston, MA 02110

Gerald Chertavian is founder and CEO of Year Up, a one-year, intensive training program that provides urban young adults age 18–24 with a unique combination of technical and professional skills, college credits, an educational stipend, and a corporate apprenticeship. Mr. Chertavian began his career on Wall Street as an officer of the Chemical Baking Corporation and then became the head of marketing at Transnational Financial Services in London. He co-founded Conduit Communications in 1993. Between 1993 and 1998, Conduit ranked as one of England's fastest growing companies.

Mr. Chertavian earned a B.A. in economics from Bowdoin College and an M.B.A. from Harvard Business School. He currently serves as a trustee of Cambridge College, Bowdoin College, and The Boston Foundation and is on the Board of Advisors for the Harvard Business School Social Enterprise Club and New Sector Alliance.



Thomas E. Fortmann
Mathematics Consultant
5 Harrington Road
Lexington, MA 02421

Thomas E. Fortmann began his career teaching at Newcastle University in Australia and then spent 24 years as a high-tech engineer and executive at BBN Technologies in Cambridge. After retiring in 1997 he taught mathematics and science as a volunteer at two high schools in Boston. In 2003, in collaboration with EMC Corporation and Mass Insight Education, he founded the Massachusetts Mathematics Institute, an intensive professional development program in mathematics content for K–6 teachers.

Dr. Fortmann holds a B.S. in physics from Stanford University, a Ph.D. in electrical engineering from M.I.T., and the rank of Fellow in the Institute of Electrical and Electronics Engineers (IEEE). He is the author of two textbooks as well as numerous journal articles and policy briefs.



Jeff Howard

The Efficacy Institute, Inc.
182 Felton Street
Waltham, MA 02453-4134

Jeff Howard is founder and president of The Efficacy Institute, Inc., a national, not-for-profit agency of education reform. The Efficacy Institute is committed to the mission of developing all young people to high standards, particularly children of color and the economically disadvantaged. The work of The Efficacy Institute is based on a model of learning developed by Dr. Howard based on the idea that intelligence can be built through Effective Effort. The Efficacy Institute aims to help adults operate from a simple belief: *all* young people can learn at very high levels if the process of education is effectively organized.

For five years, Dr. Howard served as a governor's appointee to the Education Management Audit Council, the agency that evaluated the operations of districts across the state. Dr. Howard holds an A.B. from Harvard College and a Ph.D. in social psychology from Harvard University. He is also the founder of J. Howard and Associates, a corporate training and consulting firm that is now part of the Novations Group, Inc.



Ruth Kaplan

24 Spooner Road
Brookline, MA 02467

Prior to her appointment to the Board of Elementary and Secondary Education, Ruth Kaplan served for four years as an elected member of the Brookline School Committee, chairing the subcommittees on Policy Review and Government Relations. She was also a board member of the Massachusetts Association of School Committees and a member of its Advocacy and Resolutions committees. Prior to her school committee service, Ms. Kaplan co-chaired the Brookline Special Education Parent Advisory Council.

Ms. Kaplan is a member of the Massachusetts Parent Teacher Association and is the first parent representative appointed to the Board of Elementary and

Secondary Education. She is a founder of the Alliance for the Education of the Whole Child, a coalition of more than 45 education and civil rights organizations that organized to critique the over-reliance on standardized testing in the public schools and advocate for an assessment system consisting of multiple measures.

Ms. Kaplan is a member of the Massachusetts bar and was associated with the firms of Widett, Slater & Goldman and Peabody & Brown. She practiced in the areas of bankruptcy and business reorganization as well as labor and employment law. Her state service consisted of a position as senior researcher to the Senate Judiciary Committee and work with the Department of Youth Services as a caseworker and program evaluator. She also assisted in the establishment of the adolescent day treatment program at Danvers State Hospital.

A resident of Brookline, Ms. Kaplan is a graduate of Brookline High School and has two daughters, one of whom attends the high school and the other of whom is a 2007 graduate. Ms. Kaplan holds a J.D. from Boston College Law School, as well as an M.Ed. from Boston University and an M.A. from Brandeis University. She holds a B.A. degree in history from Barnard College and a Bachelor of Hebrew Letters degree from the Seminary College of the Jewish Theological Seminary. Ms. Kaplan also attended Wellesley College and the Hebrew University in Jerusalem.



Dana Mohler-Faria

Office of the President
Boyden Hall, 131 Summer Street
Bridgewater State College
Bridgewater, MA 02325

Dana Mohler-Faria is the president of Bridgewater State College and was the first member of his family to go to college. President Mohler-Faria is the first person of color to lead Bridgewater State College and, at the time of his inauguration in 2002, was only the second Cape Verdean in the United States to be elected the president of a higher education institution.

Shortly after becoming president, Dr. Mohler-Faria undertook an aggressive plan to expand the number of full-time, tenure-track faculty at the college. He also founded Connect, a southeastern Massachusetts partnership dedicated to advancing the regional mission of public higher education. He also presided over an extensive review of the undergraduate curriculum, modernized the college's general education requirements, initiated an institution-wide

assessment of diversity opportunities and programming, established the highly prestigious Presidential Fellowship to promote faculty scholarly and creative work, and channeled significant college resources into faculty and student scholarship endeavors. Under his leadership, the college endowment has grown to more than \$17 million—the largest for any state college in the Commonwealth.

Prior to becoming president, Dr. Mohler-Faria served for 11 years as the college's vice president for administration and finance, during which time he oversaw the largest construction and renovation program in college history. He has also held numerous senior administrative positions at Mount Wachusett Community College, Bristol Community College, and Cape Cod Community College. Dr. Mohler-Faria holds a doctorate in higher education administration from the University of Massachusetts at Amherst, master's and bachelor's degrees in history from Boston University, and an associate's degree from Cape Cod Community College. He has participated in the Oxford Roundtable, the Millennium Leadership Institute, the New England Resource Center for Higher Education, and Harvard University's Institute for Education Management and Senior Executives Program.

In addition to his work as president, Dr. Mohler-Faria served as Governor Deval Patrick's special advisor for education and was instrumental in leading the Commonwealth's Readiness Project and establishing the Executive Office of Education.



Patricia F. Plummer* (September 2006-February 2008)

Chancellor, Board of Higher Education

One Ashburton Place, Room 1401
Boston, MA 02108

Appointed in September 2006, Dr. Patricia F. Plummer serves as Chancellor and Chief Executive Officer of the Massachusetts Board of Higher Education. As chancellor, she is responsible for setting the state's public higher education agenda and coordinating the development and implementation of public policy for the 15 community college, 9 state college, and 5 university campuses.

Dr. Patricia F. Plummer is a recognized leader in the public higher education system, having served as a deputy chancellor, tenured professor and

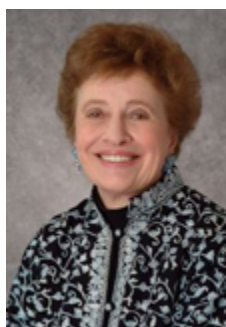
researcher, department chair, academic officer, and a contributor to various regional and national initiatives during her more than 20 years in the industry.

From 2001 to 2006, Dr. Plummer served as Deputy Chancellor for Policy and Planning at the Board of Higher Education. In this role, she oversaw academic policy, research and planning, the Office of Student Financial Assistance, P-16 education coordination, teacher preparation initiatives, and the BHE's STEM (science, technology, engineering, and mathematics) Pipeline Fund. She co-chairs the National Governors Association/Bill & Melinda Gates Foundation grant to prepare all Massachusetts students for college and careers.

Dr. Plummer also serves as a member of the Massachusetts Board of Education, the Board of Early Education and Care, and the New England Board of Higher Education.

Dr. Plummer earned her undergraduate degree from Framingham State College and her graduate degrees from Tufts University and Boston College. Originally a tenured professor at Framingham State College, she worked at the College for nearly 20 years, most recently as Associate Vice President for Academic Affairs. She has also taught and lectured in food and nutrition at Simmons College, Newton-Wellesley Hospital and Tufts New England Medical Center. She is a native of Watertown and resides in Needham, Massachusetts.

** As part of Governor Deval Patrick's education reorganization plan, Chapter 27 of the Acts of 2008, the Chancellor of Higher Education and the Commissioner of Early Education and Care no longer serve on the Board of Elementary and Secondary Education. The February 2008 regular meeting was Dr. Plummer's last meeting as a member of the Board.*



Sandra L. Stotsky
246 Clark Road
Brookline, MA 02445

Dr. Sandra Stotsky is an independent scholar, consultant, and researcher in education. She also directs a one-week summer institute on the Constitution and Bill of Rights, titled *We the People: the Citizen and the Constitution*, co-sponsored by the Lincoln and Therese Filene Foundation and the Center for Civic Education in California.

From 2004 to 2006, Dr. Stotsky was a Research Scholar in the School of Education at Northeastern University. From 1999 to 2003, she was Senior Associate Commissioner at the Massachusetts Department of Elementary and Secondary Education. During that period, she directed revisions of the state's licensing regulations for teachers, administrators, and teacher training schools, the state's tests for teacher licensure, and the state's Pre-K–12 standards for mathematics, history and social science, English language arts and reading, science and technology/engineering, early childhood, and instructional technology.

From 1984 to 2000, Dr. Stotsky was a research associate at the Harvard Graduate School of Education affiliated with the Philosophy of Education Research Center (PERC). She has taught elementary school, French and German at the high school level, and undergraduate and graduate courses in reading, children's literature, and writing pedagogy. She is editor of *What's at Stake in the K–12 Standards Wars: A Primer for Educational Policy Makers* (Peter Lang, 2000) and author of *Losing Our Language* (Free Press, 1999, reprinted by Encounter Books, 2002) and appraisals of state English language arts and reading standards for the Thomas B. Fordham Institute in 1997, 2000, and 2005. Dr. Stotsky has published many research reports, essays, and reviews in many areas and disciplines in education, including mathematics, history, literature, composition, and reading.

In May 2006, she was appointed to the President's National Mathematics Advisory Panel, which will advise the President and the Secretary of Education on matters relating to mathematics education. She currently serves as Chair of the Sadlier-Oxford Mathematics Advisory Board and as a member of the Advisory Board for the Center for School Reform at the Pioneer Institute, Boston, and for the Carus Publishing Company. She is also on the ERIC Steering Committee for the U.S. Department of Education Institute of Education Sciences. She served on the Steering Committee for the National Assessment of Educational Progress (NAEP) reading assessment framework for 2009. Dr. Stotsky received her B.A. degree with distinction from the University of Michigan and a doctorate in reading research and reading education with distinction from the Harvard Graduate School of Education.



Zachary S. Tsetsos
Chair, State Student Advisory
Council

Zachary Tsetsos was the 2007–2008 Chair of the State Student Advisory Council (SSAC), elected by fellow students in June 2007. Mr. Tsetsos has been a member of the council for the past two years, having served as Council Secretary his first year and co-chair of the Enriched Curriculum group during his second year. A senior at Oxford High School, Mr. Tsetsos participates in various extra curricular leadership activities beyond SSAC which include serving as Student Council Representative, Class President, Massachusetts Youth Leadership member, National Honor Society President, Environmental Club member, Cultural Enrichment Club member, School Advisory Council Representative, Community Tutor, and Central Mass. Regional Student Advisory Council Representative. Mr. Tsetsos also plays varsity soccer, serves as a youth soccer referee, church youth group/altar server, and religious educator. He spent the summer of 2007 as an intern for Senator Richard T. Moore. He enjoys playing the piano, composing his own music, and traveling internationally.



Mitchell D. Chester*

Commissioner of Elementary and Secondary
Education
Massachusetts Department of Elementary and
Secondary Education
350 Main Street
Malden, MA 02148

Mitchell Chester began serving as Commissioner of the Massachusetts public schools in May 2008 after being unanimously selected by the Board of Elementary and Secondary Education in January.

Dr. Chester began his career as an elementary school teacher in Connecticut and later served as a middle school assistant principal and district curriculum coordinator. From there he moved to the Connecticut State Department of Education where he oversaw curriculum and instructional programs. In 1997 he was named the Executive Director for Accountability and Assessment for Philadelphia, where he headed the offices of Assessment, Research and Evaluation, Student and School Progress, and Pupil Information Services. In 2001 he moved to Ohio, where he served as the Senior Associate Superintendent for Policy and Accountability for the Ohio Department of Education, overseeing standards, assessments, accountability, policy development, and strategic planning.

Dr. Chester has presented nationally on accountability, assessment, and teacher induction and retention. He has served as a consultant to states and school districts regarding curriculum and instruction, teacher evaluation, student achievement, and assessment and accountability. Dr. Chester holds a doctorate in administration, planning, and social policy from Harvard University, as well as advanced degrees from the University of Connecticut and the University of Hartford. He and his wife Angela live with their son Nicholas in Winchester.

** Commissioner Chester was sworn into office by Governor Patrick on May 19, 2008.*



Jeffrey Nellhaus*

Deputy Commissioner of Education
Massachusetts Department of
Elementary and Secondary
Education
350 Main Street
Malden, MA 02148

Jeffrey Nellhaus began at the Department of Elementary and Secondary Education in 1986, and has served in a number of roles, including Associate Commissioner for Curriculum, Assessment, and Instructional Technology; Deputy Commissioner; and Acting Commissioner.

As associate commissioner, Mr. Nellhaus oversaw the development and implementation of the Massachusetts Comprehensive Assessment System (MCAS) and the refinement of the Massachusetts Curriculum Frameworks. For his work on MCAS he was awarded the Manuel Carballo Governor's Award for Excellence in Public Service and the Friend of Education Award from the Massachusetts Association of Secondary School Administrators. As deputy commissioner, Mr. Nellhaus serves as the Department's Chief Operating Officer and is responsible for strategic planning, operational planning, and oversight of the Department's major organizational units.

Prior to joining the Department of Elementary and Secondary Education, Mr. Nellhaus traveled extensively. Immediately after earning his B.S. in chemistry from the University of Massachusetts he joined the Peace Corps, where he spent two years as a teacher trainer in India. After that he returned briefly to the United States before going abroad again to work as an educational coordinator for a Southeast Asian refugee settlement program in Thailand.

In between his work overseas, Mr. Nellhaus worked briefly at the Fernald School in Waltham, taught high school chemistry and math, and managed the Common Ground restaurant in Brattleboro, VT.

He and his wife Betsy Bedell live in Jamaica Plain. In his free time he enjoys running, playing tennis, cooking, and birding.

** Mr. Nellhaus served as acting commissioner from September 1, 2007 to May 19, 2008.*



David P. Driscoll*

Commissioner of Education
Massachusetts Department of Education
350 Main Street
Malden, MA 02148

Commissioner Driscoll has had a 43-year career in public education and educational leadership. He received a bachelor of arts in mathematics from Boston College, a master's degree in educational administration from Salem State College, and a doctorate in educational administration from Boston College. A former mathematics teacher at the junior high school level in Somerville and at the senior high school in Melrose, he became assistant superintendent in Melrose in 1972 and superintendent of schools in Melrose in 1984. He served as the Melrose superintendent for nine years until his appointment in 1993 as deputy commissioner of education in Massachusetts. In July 1998, he was named Interim Commissioner of Education, and on March 10, 1999, he was appointed by the Board as Massachusetts' 22nd commissioner of education. Commissioner Driscoll has four children, all graduates of Melrose High School.

**Commissioner Driscoll retired on August 31, 2007.*

II. Commissioner Mitchell Chester's Inaugural Speech, May 19, 2008

Looking Back to the Future: **Reflections on the Start of My Tenure as Massachusetts Commissioner of Elementary and Secondary Education**



Governor Patrick, thank you for your generous words of welcome. Thank you, Senator Antonioni and Representative Haddad, for your kind sentiments and the educational leadership that you provide. And thank you, State Board of Education Chair and future Secretary of Education Reville, for your continued encouragement and support. I am grateful for the willingness of

Boston Superintendent Carol Johnson and Principal Marjorie Soto to open the doors of the Joseph J. Hurley School for this occasion. And, I appreciate the suggestions that the students have provided me. I will take your advice quite seriously.

You have my assurance that I will serve the Bay State, its children and its adults, with zeal and humility. I have a keen sense of the centrality of the health of our public schools to the welfare of the Commonwealth and its citizens. I have great respect for the history of the state and the aspirations of its citizens for their education system. I have a sense of urgency about the need to realize these ambitions.

My remarks today are intended to look back to the history of the Commonwealth as a porthole to the future. I am going to make the case that this history includes the recurring theme of the transformative role of education and that the pursuit of this outcome has been one of partial success. We have much to be proud of regarding our education legacy, and our citizens are the beneficiaries of the Bay State's investment in education. The successes of our schools are not equally distributed, however, and the onset of globalization means that people with the most sophisticated levels of knowledge and skill will be the ones who will prosper. Our job is to continue to push with deliberate speed toward a system that delivers an education that prepares each and every student in the Commonwealth for the successful pursuit of opportunities in this evolving world.

The Commonwealth has a rich and long history of public education. The Massachusetts School Law of 1642, vested community leaders with the authority to ensure that children learn to “read and understand the principles of religion and the capital laws”.¹ The Massachusetts School Law of 1647 reached further, requiring each township with at least 50 households to appoint and support someone to teach children to read and write.²

Arguably, the greatest gift that Massachusetts has given the world is the concept of the “common school.” Fast-forward from the 17th to the 19th century when Horace Mann, legislator and the Commonwealth’s first commissioner of education, proposed a system of universal schooling, wherein all children, both those of the “common people” as well as those of community’s leaders, would be educated according to a similar curriculum. The nation’s founding fathers had postulated that the strength of our democracy relied on the will of the people, which in turn is dependent on an informed citizenry. Mann put forward a means by which this principle would be actualized.

Horace Mann believed that a publicly supported system of “common” schools is essential to society’s salvation. He argued that a public system of schools, and not the various private schools of the day that were driven by assorted ideologies and economic interests, should become the standard for the nation. Horace Mann viewed the common school as a transformative force. In his 12th Annual Report to the Massachusetts Board of Education in 1848, he stated, “beyond all other devices...[education] is the great equalizer of the conditions of men—the balance-wheel of the social machinery.” Mann suggested that education “gives each man the independence and the means, by which he can resist the selfishness of other men...”³.

The extent to which our education system has, in fact, been a transformative force has been debated. Many argue that schools reify class distinctions. Others aver that our system of common schools has been largely responsive to the evolving charge placed upon it by society. I believe that our public schools have done yeoman’s work. That having been said, we are far from realizing the potential of our system of schooling.

In the early 20th century, for example, public education was asked to assimilate a population that rapidly was expanding. My own family circumstances reflect this period, as my ancestors emigrated from Russia at start of the 20th century

¹ Modernized version of the original found in *Records of the Governor and Company of Massachusetts Bay in New England*, printed by order of the legislature, ed. Nathaniel B. Shurtleff (Boston: William White, Printer to the Commonwealth, 1853), pp. 6-7 of Volume II.

² Modernized version of the original found in *Records of the Governor and Company of Massachusetts Bay in New England*, printed by order of the legislature, ed. Nathaniel B. Shurtleff (Boston: William White, Printer to the Commonwealth, 1853), pp. 203 of Volume II.

³ From the 12th Annual Report to the Massachusetts Board of Education, 1948.

and were assimilated in part through the public school system. This period was not equally attentive to all citizens, however, as racial and religious bigotry and economic stratification dictated the opportunities that were available.

Here, another great citizen of Massachusetts provided a moral compass. W. E. B. Du Bois, who was born in Great Barrington, Massachusetts, shortly after the conclusion of our nation's Civil War, understood that education is essential to opportunity and equated lack of access to schooling with disenfranchisement. In 1907, with immigration increasingly leaving its imprint on the fabric of our nation, Du Bois predicted that access to schooling and voting would determine the future of the races. Lack of access would doom black men to second-class status, while access to education and the ballot would allow competition and opportunity. Du Bois stated, "...the black man certainly has a right to ask, when he starts into this race, that he be allowed to start with hands untied and brain unclouded."⁴

In the post-World War II period the charge to schools was to provide access and equality of opportunity. My own father, who was a school superintendent in the town of Bloomfield, Connecticut, and my mother, instilled in me the value of ensuring that all citizens have high quality educational opportunities. My father's tenure represented a front-line battle for integration in this community contiguous to Hartford. My father understood, however, that desegregation is a hollow prize if the schooling that is won is second-rate: hence, my own early schooling in the interdependence of equity and excellence.

Over the past couple of decades the nation's charge to our schools continues to evolve to a focus on achievement. The Commonwealth responded forcefully to this charge with the implementation of the reforms of 1993, and this response has yielded strong dividends for the Bay State and its citizens. Today, with increasing awareness of the impact of globalization, our schools are being called on to educate students for cross-cultural competence and economic competitiveness. This is the challenge that our nation, our state, and the times have placed on us.

I am deeply aware of the historical context in which I serve. Horace Mann laid the foundation and the Commissioners who came before me, including my immediate predecessors, David Driscoll and Bob Antonucci, built the framework for the Bay State's system. The system largely has been responsive to the demands placed on it by the Commonwealth. Yet none of these pioneers has been content with the outcomes achieved. Each was impatient with the status quo and recognized that there is yet much work to do.

⁴ From *The Negro in the South*, by Booker T. Washington and W. E. B. Du Bois, the William Levi Bull Lectures for 1907 (Philadelphia: George W. Jacobs & Company, 1907), pp. 119-121.

My pledge to you is that—working with the educators, elected officials, business community, and citizens of the Bay State—we will ensure that our schools prepare our youngest citizens for opportunities in the 21st century. As well, we will work to ensure that this education is experienced by all of our youth, regardless of their ZIP code, economic background, race, or gender. Our responsibility is to be vigilant in identifying and redressing our system shortcomings, wherever they exist. The echoes of W. E. B. Du Bois remind us that quality schooling denied is opportunity denied. Opportunity denied can haunt an individual for a lifetime and will weaken the foundation of the Commonwealth.

I am optimistic about the prognosis for this mission. I have great hope for the efficacy of our system of public education—the system that was conceived by Horace Mann. I am energized by the vitality and ingenuity of the educators and citizens I have met. I am encouraged by the commitment and savvy of the leadership in the Assembly – leadership that honors the past while looking to the future. I am inspired by the faith and courage of our governor: his faith in the institutions of government and his courage to call for bold action at a time when fiscal and political uncertainty might favor incremental approaches. And I am bolstered by the support and guidance of many, not least of whom are my Board chair, Paul Reville, Dana Mohler-Faria, the governor’s education advisor and a member of the State Board, and the other members of the State Board of Education, including Ruth Kaplan and Tom Fortmann who are here today.

In closing, I offer a personal note. All of us are products of our past. My ancestors speak to me daily—to remind me that relationships, education, and service define a life, and lack thereof restrict a future. As educators, we are a profession that must be content with “paying forward,” since it is not often that we are “paid back” in the sense of understanding the outcome of our efforts. Our work sometimes impacts future generations, often out of view from us. We have to take on faith that our efforts have made a difference. Therefore, it is particularly meaningful to me that I am able to share this event with the “teachers” who have had the greatest impact on my development and who continue to challenge and nurture me—my mother, Zelda; my wife, Angela; three of our five children, Sarah, Mikhail, and Nicholas; and my aunt and uncle, Lee and Ted.

III. Board of Elementary and Secondary Education Summary, 2007–2008

August 2007

- First meeting chaired by Paul Reville and the last meeting for former commissioner David Driscoll.
- Reviewed the FY08 education budget and discussed priorities for FY09.
- Approved the FY07 annual report.

September 2007

- Meeting was held at the John J. Duggan School in Springfield.
- Discussed progress at the state's first four Commonwealth Pilot Schools.
- Approved charter amendments to expand enrollments and/or grade spans for three schools and had an initial discussion on renewal applications for four schools.
- Heard a presentation on 2007 MCAS results and preliminary findings from the School-to-College Database.
- Endorsed process to review and update the curriculum frameworks, beginning with English language arts.

October 2007

- Held meeting at Randolph High School to call attention to the district's fiscal difficulties.
- Heard from Gov. Patrick's education advisory, Dana Mohler-Faria.
- Heard a presentation by Harvard lecturer Rick Weissbourd on non-academic barriers to learning.
- Discussed MassCore, a recommended high school course of study aimed at increasing college readiness by graduation.
- Held a preliminary discussion on its FY09 budget proposal.
- Reviewed recommendations on 15 schools designated as "underperforming" between 2000 and 2004 that remain in that status. Of that group, the acting commissioner recommended that six move into Priority I status.
- Approved amendments to the Regional School District Regulations to allow the Commissioner to assume operation of a regional district whose member towns have not adopted a budget by Dec. 1.
- Approved charter renewals for Abby Kelley Foster Charter Public School, Foxborough Regional Charter School, Mystic Valley Regional Charter School, and Sturgis Charter Public School.
- Appointed members to 15 advisory councils.

November 2007

- Held meeting at the Ferryway School in Malden, which is in its second year of implementing Expanded Learning Time. Heard an update on the initiative.

- Heard a presentation from Massachusetts Parent Teacher Association President Michele Tremont on the work of the PTA.
- Discussed EQA report on Randolph.
- Voted to approve MassCore.
- Voted to remove four schools from Commonwealth Priority status and deferred action on six schools recommended to be moved into Priority I status.

December 2007

- Heard a presentation on After-School and Out-of-School Time programs from state Senator Thomas McGee and state Representative Marie St. Fleur, co-chairs of the Special Commission on After-School and Out-of-School Time.
- Heard recommendations and presentations on 10 underperforming schools. Voted to retain four schools as Commonwealth Priority Schools and requested additional information on the six schools recommended to be moved into Priority I status.
- Voted to approve Guidelines for the Mathematical Preparation of Elementary Teachers.

January 2008

- Announced that the Board had unanimously voted to appoint Mitchell Dan Chester as the next Commissioner of Education.
- Heard a presentation by Dr. Mary Walsh of Boston College on Boston Connects, an innovative school-community-university partnership that supports healthy learning for all students.
- Discussed proposed changes to the state's accountability system in relation to the graduation rate standard. Voted to adopt the following standard as the 2008 AYP graduation target: a four-year graduation rate of 60 percent or a five-year graduation rate of 65 percent or a two percentage point increase in the four-year graduation rate compared to the previous year.
- Discussed new report on current fiscal conditions in Massachusetts school districts.
- Voted to renew charters at the Boston Collegiate Charter School, Boston Day and Evening Academy Charter School, Excel Academy Charter School, Four Rivers Charter Public School, Health Careers Academy Charter School, Rising Tide Charter Public School, and Smith Leadership Academy Charter Public School.

February 2008

- Meeting was held at the Lilla G. Frederick Pilot School in Dorchester.
- Voted to set the salary for incoming Commissioner Mitchell Chester at an annual rate of \$206,000, effective May 19, 2008.

- Voted to accept the recommended actions and benchmarks for the Randolph Public Schools, based on the findings of the District Leadership Evaluation Report. Deferred taking action on chronic underperformance and state receivership for Randolph for 120 days.
- Heard an overview of key issues in the educator licensure system.
- Voted to approve three new charter schools: Silver Hill Horace Mann Charter School, Dorchester Collegiate Academy Charter School, and Hampden Charter School of Science. Voted to renew with conditions the charter for New Leadership Charter School.

March 2008

- Welcomed new Board members Dana Mohler-Faria, Jeff Howard, and Gerald Chertavian. Discussed Governor Patrick's decision to appoint Paul Reville as Secretary of Education, beginning July 1.
- Discussed the current dropout report and heard a presentation on effective dropout prevention programs in Quincy and Boston.
- Discussed the current status of the Winchendon Public Schools, which has been designated an underperforming district since November 2003.
- Discussed District Leadership Evaluation Report of Gill-Montague.
- Voted to approve requests from two charter schools to extend loan terms beyond the duration of the schools' charters.

April 2008

- Held a special meeting on the evening of April 28 to discuss the state's accountability system and discuss ways to strengthen support and technical assistance to the field.
- Held the regular meeting the next morning at Worcester Technical High School.
- Voted to remove Winchendon from underperforming district status.
- Voted to accept Gill-Montague's revised turnaround plan, which includes specific steps they will take to address identified concerns.
- Voted to approve updated technology literacy standards and expectations.
- Heard a presentation by Harvard's Professor Wilfried Schmid on the final report of the National Mathematics Advisory Panel.
- Heard a presentation on the English Language Arts curriculum frameworks review panel.
- Discussed report on MTEL passing rate and implications of Senate Bill 271.

May 2008

- Meeting was held at Oxford High School in honor of out-going student board member Zachary Tsetsos. This was Mitchell Chester's first meeting as Commissioner.
- Discussed the development of a task force on 21st century skills.
- Heard an update on the progress of the Randolph Public Schools.

- Discussed the state's Review Panel Process and heard reports on the nine Commissioner's Districts with Commonwealth Priority Schools.

June 2008

- Meeting was held at the Massachusetts Archives immediately after Governor Patrick's release of his Readiness Project recommendations.
- Welcomed new Board members Maura Banta, who will serve as chair, Beverly Holmes and Andrew "AJ" Fajnzylber, the newly elected chair of the Student Advisory Council.
- Recognized the service of Christopher Anderson, whose term expired on June 30.
- Reviewed supplementary material on the nine Commissioner's Districts and voted to approve the recommendations of the State Review Panels for the 54 Commonwealth Priority Schools within those districts.
- Discussed the recommendations within the Governor's Readiness Project Action Plan.
- Voted to approve the Randolph Public Schools proposed Turnaround Plan.

IV. Massachusetts Education-Related Laws Enacted 2007–2008

Unless otherwise specified, laws became effective 90 days following passage.

Regional School Budget Process

[Chapter 91](#) of the Acts of 2007, signed into law on August 14, 2007, amends section 21C of chapter 59 of the General Laws. This bill corrects a long-standing problem with Prop. 2-1/2. Under the current law, municipalities can use capital outlay exclusion under 2-1/2 to finance a capital project in a municipal school system, but they cannot use a capital outlay exclusion to finance their share of a capital project in a regional district. This bill allows them to do so.

Reorganizing Education Agencies in the Commonwealth

[Chapter 27](#) of the Acts of 2008, signed into law on February 7, 2008, is Governor Deval Patrick's reorganization plan as submitted pursuant Article LXXXVII of the Amendments to the constitution. The plan creates an executive office of education, under the leadership of a Secretary of Education, to improve policy coordination across all sectors: early education and care, K–12, and higher education. The governor stated: "The objective is to facilitate increased cooperation and cohesion in the creation of a comprehensive educational system that guides students seamlessly from one step to the next through every level of their education and into the workforce."

Allowing Town Meetings in June

[Chapter 85](#) of the Acts of 2008, signed by the governor on April 15, 2008, amends sections 9 and 9A of chapter 39 of the General Laws. It allows town meetings to be conducted in June as well as May.

Life Sciences Industry

[Chapter 130](#) of the Acts of 2008, approved by the governor on June 16, 2008, is a comprehensive economic and workforce development bill. Within it is The Massachusetts Life Sciences Fund, which authorizes grants to vocational and technical schools for purchasing or leasing necessary equipment to train students in life sciences technology and research. This law became effective upon passage.

Green Communities

[Chapter 169](#) of the Acts of 2008, approved by the governor on July 2, 2008, is a comprehensive bill for renewable and alternative energy and energy efficiency in the commonwealth. Schools are included in the definition of local governmental body. Within the bill is a requirement for each new educational facility, including a municipal educational facility financed through the school building assistance program, with projected demand for hot water exceeding 1,000 gallons per day or which operates a heated swimming pool, to be constructed, whenever economically and physically feasible, with a solar or other renewable energy system as the primary energy source for the domestic

hot water system or swimming pool of the facility. This law became effective upon passage.

Inter-municipal Agreements

[Chapter 188](#) of the Acts of 2008, approved by the governor on July 18, 2008, amends section 4A of chapter 40 of the General Laws. When an inter-municipal contract agreement involves the expenditure of funds for establishing supplementary education centers and innovative educational programs, the agreement and its termination shall be authorized by the school committee.

Special Education Age Requirements

[Chapter 285](#) of the Acts of 2008, approved by the Governor, August 6, 2008, amends section 2 of chapter 71B of the General Laws. Beginning at age 14, or sooner if determined appropriate by an individualized education program team, school-age children with disabilities shall be entitled to transition services and measurable postsecondary goals, as provided under the federal Individual Disabilities with Education Act.

Capital Bond

[Chapter 304](#) of the Acts of 2008, approved (in part) by the governor on August 10, 2008, is a comprehensive bond bill for capital facility repairs and improvements for the Commonwealth. Included in the bond bill provisions is informational technology infrastructure. This law became effective upon passage.

Green Jobs

[Chapter 307](#) of the Acts of 2008, approved by the governor on August 12, 2008, is a comprehensive bill to promote job creation and clean energy technology. The law establishes a Massachusetts clean energy center which shall promote and advance the commonwealth's public interests including promoting research and workforce training in clean energy technology at vocational technical schools. The green jobs initiative provides grants to the commonwealth's vocational technical schools to facilitate workforce development efforts and train and retain students in clean energy industries and for the development of small-scale renewable energy generating sources, including, but not limited to: photovoltaic installations; wind energy; ocean thermal, wave or tidal energy; fuel cells; landfill gas; natural flowing water and hydroelectric; low-emission advanced biomass power conversion technologies using such biomass fuels as wood, agricultural or food wastes; biogas, biodiesel or organic refuse-derived fuel; and geothermal energy. This law became effective upon passage.

School and District Accountability

[Chapter 311](#) of the Acts of 2008, approved by the governor on August 14, 2008, amended chapter 15 of the General Laws. In section 1G, a new 15-member

advisory council on school and district accountability and assistance is established to review and advise the department and board on the policies and practices of the office of school and district accountability and the targeted assistance and intervention efforts of the department, to develop and administer a post-audit survey to audited school districts and an annual survey to any schools and districts receiving technical assistance, to present its findings and recommendations to the board, and to have the opportunity to review and comment on all regulations relative to the accountability and assistance program areas. The amended language in section 55A establishes within the Department an office of school and district accountability to review and report on the efforts of schools, charter schools and school districts, including regional school districts, to improve the academic achievement of their students and to inform and assist the board and department in fulfilling their broader responsibilities to promote high levels of achievement in the schools and districts of the commonwealth. The office shall be under the direction and supervision of an individual appointed by the commissioner who is also responsible for the direction and supervision of the targeted assistance and intervention efforts of the Department. The auditing and assistance functions of the Department are aligned to promote collaboration and communication across the auditing and assistance functions. This law became effective upon passage.

School Principal Contracts

[Chapter 314](#) of the Acts of 2008, approved by the governor on August 14, 2008, amends section 41 of chapter 71. This law requires school principals to enter into individual employment contracts with their employing districts concerning the terms and conditions of employment. The initial contract shall be for one to three years; the second and subsequent contracts shall be for three to five years unless the contract is a one-year contract based on the failure of the superintendent to notify the principal of the proposed nonrenewal of his contract pursuant to law or both parties agree to a shorter term of employment.

Dropout Prevention and Graduation Rates

[Chapter 315](#) of the Acts of 2008, approved by the governor on August 14, 2008, requires the Department to provide public school districts with a standardized format for the accurate reporting of high school graduation and dropout data including a 4-year graduation rate, 5-year graduation rate and adjusted graduation rates. The law also creates a 28-member graduation and dropout prevention and recovery commission to survey dropout prevention and recovery best practices and programs nationwide and to evaluate dropout prevention and recovery programs currently in use. Reporting deadline is May 15, 2009.

Children's Mental Health

[Chapter 321](#) of the Acts of 2008, approved by the governor on August 20, 2008, created, among other provisions to assist children with behavioral health

matters, a task force on behavioral health and public schools. The purpose is to build a framework to promote collaborative services and supportive school environments for children, to develop and pilot an assessment tool based on the framework to measure schools' capacity to address children's behavioral health needs, to make recommendations for using the tool to carry out a statewide assessment of schools' capacity, and to make recommendations for improving the capacity of schools to implement the framework. The task force, chaired by the commissioner of elementary and secondary education, consists of 10 ex officio members and 16 members appointed by the commissioner as designated. The task force shall convene by December 31, 2008, is required to submit an interim report by December 31, 2009, and a final report by June 30, 2011. The provision on the task force is repealed July 1, 2011.

V. Significant Litigation in FY08

Following is a summary of some significant litigation involving the Board, Department, and Commissioner of Elementary and Secondary Education in FY08 (July 1, 2007 to June 30, 2008).

1. *Comfort v. Lynn School Committee*, 541 F.Supp. 2d 429 (D. Mass. 2008)

On March 31, 2008, the U.S. District Court (Judge Nancy Gertner) denied the motion filed by the plaintiffs to reopen the Lynn Public Schools racial imbalance case, *Comfort v. Lynn School Committee*. The Commonwealth is a defendant-intervenor in the case and is represented by the Attorney General. The court's decision tracks the arguments made by the Attorney General's office on behalf of the Commonwealth and Lynn that the plaintiffs have not shown the exceptional circumstances necessary under the Federal Rules of Civil Procedure to reopen a final court judgment.

The U.S. District Court decided the *Comfort* case in 2003, upholding the constitutionality of Lynn's voluntary plan. The U.S. Court of Appeals for the 1st Circuit affirmed the decision in 2005, and the Supreme Court declined to review it.

In July 2007, attorneys for the Lynn plaintiffs asked the U.S. District Court to reopen the case, on grounds that the Supreme Court's decision in June 2007 in *Parents Involved in Community Schools* (the Seattle/Louisville case) changed the constitutional standard for voluntary school integration plans. At the hearing in U.S. District Court on Dec. 12, 2007, the Commonwealth argued that the judgment in the Lynn case is final and is still good law even after the Supreme Court's decision in *Parents Involved*, and the plaintiffs have no legal or factual basis to justify the extraordinary remedy of reopening a final judgment of the court.

Judge Gertner's decision rests on procedural grounds and expresses no view as to whether the *Parents Involved* decision would require a finding that the Lynn plan is unconstitutional. She states further that "the appropriate way to litigate these issues is to file a new and related complaint, challenging the Lynn school assignment plan as it now exists...with new plaintiffs who are now attending the Lynn schools, and apply the recent Supreme Court law to it." The plaintiffs have not indicated whether they plan to file a new lawsuit but they have appealed the U.S. District Court's procedural decision to the U.S. Court of Appeals for the 1st Circuit.

2. *Nordberg v. Mass. Dept. of Education, et al.*, Worcester Super. Ct. # WOCV2007-01712 (2008)

The Superior Court dismissed an action filed by a licensed school business manager against the Department and Commissioner of Education, alleging that he was wrongfully denied employment because the commissioner had granted waivers to several school districts allowing them to employ an unlicensed school business manager. The statute and regulations on educator licensure (certification) authorize the commissioner to grant a waiver to a school district allowing it to employ an unlicensed educator, if the superintendent demonstrates that the district has made a good-faith effort to hire a licensed and qualified educator and has been unable to do so. In granting the motion to dismiss, the Superior Court judge ruled that the Department and commissioner are immune from the plaintiff's claims since the commissioner was acting within the scope of his authority when he granted the waivers. The judge stated that "this is the quintessential example of a statutory grant of discretionary authority to a state official which is not actionable because it involves policy and planning functions."

VI. Education Statistics

Summary data

Operating schools and districts, 2007–2008 school year

	Number
Districts	
Operating school districts	391
Charter schools	61
Educational collaboratives	32
Schools	1,870
Elementary	1,176
Middle/junior high	328
High school	352
Other	14

Source: Massachusetts State Profile. <http://profiles.doe.mass.edu/state.asp>

Enrollment trends in Massachusetts public schools

	1998		2003		2008	
	Number	%	Number	%	Number	%
Total public school enrollment	950,405	100.0%	983,313	100.0%	962,766	100.0%
Grade						
Pre-kindergarten	18,266	1.9%	22,803	2.3%	25,853	2.7%
Kindergarten	73,125	7.7%	69,324	7.1%	67,900	7.1%
Grades 1–5	386,451	40.7%	373,655	38.0%	354,507	36.8%
Grades 6–8	213,871	22.5%	235,268	23.9%	217,984	22.6%
Grades 9–12	252,519	26.6%	281,939	28.7%	295,937	30.7%
Other	6,213	0.0%	324	0.0%	625	0.1%
Race/ethnicity						
African American	80,618	8.5%	86,069	8.8%	78,449	8.1%
Asian	38,754	4.1%	45,549	4.6%	47,403	4.9%
Hispanic or Latino	92,306	9.7%	110,256	11.2%	133,441	13.9%
Multi-race, non-Hispanic	n/a	n/a	n/a	n/a	17,847	1.9%
Native American	2,008	0.2%	3,136	0.3%	2,644	0.3%
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	1,171	0.1%
White	736,719	77.5%	738,303	75.1%	681,851	70.8%
Sex						
Female	461,431	48.6%	477,418	48.6%	467,796	48.6%
Male	488,974	51.4%	505,895	51.4%	494,970	51.4%
Special populations						
Limited English proficiency	45,412	4.8%	51,622	5.2%	55,730	5.8%
Low income	240,753	25.3%	257,368	26.2%	283,827	29.5%

Special education	159,042	16.7%	150,551	15.2%	164,298	16.9%
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Source: Massachusetts State Profile. <http://profiles.doe.mass.edu/state.asp>

Enrollment trends in Massachusetts adult education programs

	2000		2003		2007	
	Number	%	Number	%	Number	%
Enrollment by program type						
Adult Basic Education	7,194	29%	6,917	32%	5,517	23%
Adult Secondary Education	3,724	15%	2,147	10%	3,333	14%
English for Speakers of Other Languages*	13,643	56%	12,273	58%	15,107	63%
Wait list by program type						
Adult Basic Education	** n/a		4,972		4,644	
Adult Secondary Education	** n/a		1,683		657	
English for Speakers of Other Languages	** n/a		15,628		15,930	
Race/ethnicity						
African American	4,474	18%	4,084	19%	4,871	20%
Asian	3,014	12%	2,642	12%	2,967	12%
Hispanic or Latino	7,431	30%	6,913	32%	8,503	36%
Native American	96	<1%	82	<1%	102	<1%
Native Hawaiian or Pacific Islander	--	--	23	<1%	33	<1%
White	9,546	39%	7,593	36%	7,481	31%
Sex						
Female	14,696	60%	12,961	61%	14,814	62%
Male	9,865	40%	8,376	39%	9,143	38%
Age						
16 to 18	743	3%	1,337	6%	1,605	7%
19 to 24	4,219	17%	4,000	19%	4,341	18%
25 to 44	13,535	55%	11,513	54%	12,681	53%
45 to 59	4,652	19%	3,528	17%	4,340	18%
60 and older	1,412	6%	959	4%	990	4%
Special populations						
Employed	13,268	54%	10,825	51%	12,457	52%
Unemployed	5,167	21%	4,617	22%	5,136	21%
Not in labor force ***	6,126	25%	5,895	27%	6,364	27%
On public assistance	3,149	13%	3,135	15%	5,983	25%
In correctional facilities	1,317	5%	1,171	5%	1,464	6%
Parents of children under age 18	7,401	30%	7,775	36%	9,105	38%
Non-native speakers in Adult Basic Education classes (as % of all ABE students)	2,801	26%	3,222	36%	3,635	41%

Notes:

* Does not include non-native speakers in ABE classes.

** Accurate state waitlist data is not available for 2000.

*** *Not in labor force* includes those unemployed and not looking for work, retired and not looking for work, or homemakers.

Source: Massachusetts National Reporting System Federal Report: 2000, 2003, 2007.

Student data: Assessment

Student performance by performance level, 2008 MCAS test administration

Grade	Subject	Percent Advanced	Percent Proficient	Percent Needs Improvement	Percent Warning/Failing
3	Reading	15	41	33	11
	Mathematics	25	36	25	14
4	English language arts	8	41	39	13
	Mathematics	20	29	38	13
5	English language arts	13	48	30	9
	Mathematics	22	30	30	17
	Science and technology	17	33	38	12
6	English language arts	15	52	24	8
	Mathematics	23	33	26	18
7	English language arts	12	57	23	8
	Mathematics	15	32	29	24
8	English language arts	12	63	18	7
	Mathematics	19	30	27	24
	Science and technology	3	36	39	22
10	English language arts	24	51	21	4
	Mathematics	43	29	19	9
HS	Science and tech/eng	14	43	31	12

Source: *Spring 2008 MCAS Tests: Summary of State Results.*

<http://www.doe.mass.edu/mcas/2008/results/summary.pdf>

Composite performance index by subgroups, 2008 MCAS test administration

	CPI: English language arts	CPI: Mathematics
Overall	85.2	77.7
Race/ethnicity		
African American	74.2	61.4
Asian	88.1	87.1
Hispanic or Latino	70.2	60.1
Native American	79.8	69.7
White	89.1	82.2
Special populations		
Special education	65.9	55.3
Limited English proficiency	54.1	51.9
Low income	73.2	63.1

Note: The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to students based on their performance on the MCAS or MCAS-Alt. The total points assigned to each student are added together for all students in a group and the sum is divided by the total number of students assessed, resulting in a number between 0 and 100 that measures the group's progress toward proficiency.

Source: *State Totals – 2008 Adequate Yearly Progress (AYP) Data*.

<http://profiles.doe.mass.edu/staterc/part3.asp>

Competency Determination results, class of 2008

	Total enrollment	N earning CD	% earning CD
Overall	70,227	66,241	94%
Race/ethnicity			
African American	5,852	5,014	86%
Asian	3,211	3,060	95%
Hispanic or Latino	7,495	6,386	85%
Native American	183	171	93%
Native Hawaiian or Pacific Islander	75	64	95%
Multi-race, non-Hispanic	845	804	95%
White	52,566	50,742	97%
Sex			
Female	34,868	33,123	95%
Male	35,359	33,118	94%
Special populations			
Special education	10,615	8,171	77%
Limited English proficiency	2,805	2,011	72%
Low income	15,181	13,485	89%

Source: *Progress Report on Students Attaining the Competency Determination (CD) Statewide and by School and District: Classes of 2008 and 2009.*

<http://www.doe.mass.edu/mcas/2008/results/CD.pdf>

Massachusetts National Assessment of Educational Progress (NAEP) results, 2007

Percent proficient and above	Grade 4		Grade 8	
	Reading	Mathematics	Reading	Mathematics
Overall	49%	58%	43%	51%
Race/ethnicity				
African American	19%	26%	17%	13%
Asian and Pacific Islander	58%	66%	54%	74%
Hispanic or Latino	18%	23%	15%	19%
White	56%	65%	49%	58%
Sex				
Female	52%	55%	50%	48%
Male	46%	60%	37%	53%
Special populations				
Special education	23%	33%	13%	18%
Limited English proficiency	15%	24%	4%	16%
Low income	22%	32%	20%	25%

Source: *2007 NAEP Tests: Summary of Results for Massachusetts.*

http://www.doe.mass.edu/mcas/naep/results/07read_math.pdf

Massachusetts NAEP results compared to other top-performing states, 2007

	Grade 4		Grade 8	
	State	% proficient and above	State	% proficient and above
Reading	Massachusetts	49%	Massachusetts	43%
	New Jersey	43%	Vermont	42%
	Connecticut	41%	New Jersey	39%
	New Hampshire	41%	Montana	39%
	Vermont	41%	New Hampshire	37%
	Pennsylvania	40%	Connecticut	37%
	Montana	39%	Maine	37%
	<i>Nation</i>	<i>32%</i>	<i>Nation</i>	<i>29%</i>
Mathematics	Massachusetts	58%	Massachusetts	51%
	New Jersey	52%	Minnesota	43%
	New Hampshire	52%	Vermont	41%
	Kansas	51%	North Dakota	41%
	Minnesota	51%	New Jersey	40%
	Vermont	49%	Kansas	40%
	Pennsylvania	47%	South Dakota	39%
	<i>Nation</i>	<i>39%</i>	<i>Nation</i>	<i>31%</i>

Note: The grey shaded cells indicate the states that are statistically identical to Massachusetts in terms of the percent of students performing at or above *Proficient* on the test for that subject and grade. For instance, in grade 8 reading, Vermont, New Jersey, and Montana tied with Massachusetts for the highest percentage of students scoring at or above *Proficient*. On the tests for all other subjects and grades, Massachusetts stands alone in first place.

Source: 2007 NAEP Tests: Summary of Results for Massachusetts.
http://www.doe.mass.edu/mcas/naep/results/07read_math.pdf

SAT reasoning test results, Massachusetts public school students, 2006–2007

	Number of test-takers	Mean critical reading score	Mean mathematics score	Mean writing score
Overall	49,605	505	516	501
Race/ethnicity				
African American	2,939	419	419	414
Asian and Pacific Islander	2,796	505	564	500
Hispanic or Latino	3,010	434	442	427
Native American	308	466	477	460
White	35,244	520	530	517
Sex				
Female	26,575	503	501	506
Male	22,879	508	535	496

Source: College Board State Integrated Summary 2006–2007: Massachusetts – Public Schools.

AP participation and performance, Massachusetts public school students, 2006–2007

	Number of test- takers	Number of exams taken	Number scoring 3 or higher	Percent scoring 3 or higher
Overall	26,498	44,832	32,146	71.7%
Race/ethnicity				
African American	885	1,272	491	38.6%
Asian and Pacific Islander	2,605	5,254	3,918	74.5%
Hispanic or Latino	1,211	1,759	906	51.5%
Native American	58	91	57	62.6%
White	20,111	33,659	24,833	73.8%
Sex				
Female	15,092	25,044	17,309	69.1%
Male	11,406	19,788	14,837	75.0%

Note: Students who score 3 or higher on an AP examination are often eligible for college credit in that subject.

Source: *College Board State Integrated Summary 2006–2007: Massachusetts – Public Schools*.

Student data: Dropout and graduation rates

Annual dropout data for selected demographics, 2006–2007

	Total HS enrollment	Number of dropouts	Annual dropout rate	Percent of all dropouts
Total	298,033	11,436	3.8%	n/a
Grade				
9	82,320	3,229	3.9%	28.2%
10	75,421	2,827	3.7%	24.7%
11	72,673	2,599	3.6%	22.7%
12	67,619	2,781	4.1%	24.3%
Race/ethnicity				
African American	25,974	1,653	6.4%	14.5%
Asian	13,468	347	2.6%	3.0%
Hispanic or Latino	37,190	3,372	9.1%	29.5%
Native American	822	40	4.9%	0.3%
Native Hawaiian or Pacific Islander	495	21	4.2%	0.2%
Multi-race, non-Hispanic	3,644	152	4.2%	1.3%
White	216,440	5,851	2.7%	51.2%
Sex				
Female	146,763	4,822	3.3%	42.2%
Male	151,270	6,614	4.4%	57.8%
Special populations				
Special education	44,257	2,550	5.8%	22.3%
Limited English proficiency	10,997	1,139	10.4%	10.0%
Low income	76,780	4,449	5.8%	38.9%

Source: *High School Dropouts 2006–2007: Massachusetts Public Schools.*

<http://www.doe.mass.edu/info/services/reports/dropout/0607/summary.pdf>

Dropout rates by Competency Determination status, 2006–2007

Grade	CD status	Number of enrolled students	Number of dropouts	Dropout rate	Percent of dropouts
11	With CD	67,365	1,283	1.9%	49.4%
	Without CD	5,308	1,316	24.8%	50.6%
12	With CD	65,234	1,988	3.0%	71.5%
	Without CD	2,385	793	33.2%	28.5%
Total	With CD	132,599	3,271	2.5%	60.8%
	Without CD	7,693	2,109	27.4%	39.2%

Source: *High School Dropouts 2006–2007: Massachusetts Public Schools.*

<http://www.doe.mass.edu/info/services/reports/dropout/0607/summary.pdf>

Annual dropout rates for selected demographics, 2002–2003 through 2006–2007

	2002–03	2003–04	2004–05	2005–06	2006–07
Overall	3.3%	3.7%	3.8%	3.3%	3.8%
Grade					
9	2.6%	2.6%	3.0%	3.0%	3.9%
10	3.6%	3.7%	3.7%	3.3%	3.7%
11	3.7%	4.0%	4.1%	3.3%	3.6%
12	3.5%	4.8%	4.7%	3.9%	4.1%
Race/ethnicity					
African American	5.7%	6.3%	6.3%	6.8%	6.4%
Asian	2.5%	2.7%	2.6%	2.2%	2.6%
Hispanic or Latino	7.4%	8.2%	9.1%	7.9%	9.1%
Multi-race, non-Hispanic	n/a	n/a	n/a	2.8%	4.2%
Native American	4.8%	6.4%	5.4%	5.4%	4.9%
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	7.0%	4.2%
White	2.6%	2.8%	2.8%	2.3%	2.7%
Sex					
Female	2.8%	3.1%	3.2%	2.8%	3.3%
Male	3.9%	4.3%	4.4%	3.8%	4.4%
Special populations					
Special education	4.6%	5.4%	5.6%	5.1%	5.8%
Limited English proficiency	6.1%	7.6%	9.3%	9.5%	10.4%
Low income	5.1%	5.7%	6.4%	5.5%	5.8%

Source: *High School Dropouts 2006–2007: Massachusetts Public Schools*.

<http://www.doe.mass.edu/infoservices/reports/dropout/0607/summary.pdf>

Four-year cohort graduation rates, class of 2007

	Graduates		Non-high school graduates				
	N in cohort	4-year grad rate	Still in school	Non-grad complet er	GED	Droppe d out	Expelled
Overall	75,912	80.9%	6.6%	0.9%	2.0%	9.4%	0.2%
Race/ethnicity							
African American	6,519	65.2%	14.3%	2.5%	1.7%	15.8%	0.5%
Asian	3,419	83.7%	7.0%	1.0%	1.3%	6.8%	0.3%
Hispanic or Latino	9,156	58.5%	13.6%	2.5%	2.2%	22.8%	0.4%
Multi-race, non-Hispanic	789	79.6%	8.2%	2.0%	1.3%	8.7%	0.1%
Native American	193	68.4%	10.9%	2.1%	2.6%	16.1%	0.0%
Native Hawaiian or Pacific Islander	132	63.6%	13.6%	1.5%	6.1%	15.2%	0.0%
White	55,704	86.4%	4.5%	0.4%	2.0%	6.6%	0.1%
Sex							
Male	38,571	77.8%	8.0%	0.9%	2.1%	10.8%	0.3%
Female	37,341	84.1%	5.2%	0.9%	1.8%	7.9%	0.1%
Special populations							
Limited English proficiency	3,981	53.3%	15.9%	5.4%	0.6%	24.6%	0.2%
Low income	24,495	65.2%	12.3%	1.9%	2.6%	17.8%	0.3%
Special education	13,594	62.8%	16.6%	2.4%	1.9%	16.1%	0.2%

Note: The cohort four-year graduation rate measures the percentage of first-time ninth graders who graduate within four years.

Source: *Cohort 2007 4-Year Graduation Rates: State Results.*

http://www.doe.mass.edu/info services/reports/gradrates/07_4yr.html

Student data: Other indicators

Selected health and wellness indicators for high school students, 2001 through 2007

	2001	2003	2005	2007
Alcohol, tobacco, and drug use				
Percent who have had at least one drink of alcohol in their lifetime	81%	75%	76%	73%
Percent who have used tobacco at least once in their lifetime	62%	53%	51%	46%
Percent who have used marijuana at least once in their lifetime	50%	47%	45%	41%
Diet and weight				
Percent who ate 5 or more fruits/vegetables per day	16%	14%	12%	15%
Percent who are overweight or at risk for overweight	25%	24%	27%	26%
Percent who view themselves as overweight	33%	31%	31%	29%
Mental health				
Percent delighted, pleased, or mostly satisfied with life	74%	72%	71%	79%
Percent who have seriously considered suicide	20%	16%	13%	13%
Other health behaviors & issues				
Percent who rode with an intoxicated driver in the previous 30 days	31%	28%	27%	26%
Percent who have had intercourse at least once in their lifetime	44%	41%	45%	44%
Percent who have been told by a health care professional that they have asthma	24%	24%	22%	21%
School environment				
Percent bullied at school in the past year	n/a	23%	24%	22%
Percent involved in a physical fight at school in the past year	12%	10%	10%	9%
Percent offered, sold, or given drugs at school	34%	32%	30%	27%
Percent who report having at least one adult in their school that they could talk to	65%	64%	67%	69%

Source: *Health and Risk Behaviors of Massachusetts Youth, 2007*.
<http://www.doe.mass.edu/cnp/hprograms/yrbs/2007YRBS.pdf>

Plans of high school graduates, class of 2007

	2007
4-year private college	30.8%
4-year public college	26.9%
2-year private college	1.8%
2-year public college	19.9%
Other postsecondary	2.8%
Work	9.6%
Military	1.4%
Other	0.9%

Unknown	5.9%
Total count	63,643

Source: School and District Profiles, Plans of high school graduates data.
<http://profiles.doe.mass.edu/>

Massachusetts public postsecondary enrollment of public high school graduates, class of 2005

	Overall	State university	State college	Community college
Total				
Number of MA public high school graduates, class of 2005	59,632	--	--	--
Number enrolled in a MA public postsecondary institution, fall 2005	19,478	5,873	4,935	8,670
Share of total enrollment in a MA public postsecondary institution, fall 2005	100%	30%	25%	45%
Race/ethnicity				
African American	1,322	24%	18%	58%
American Indian or Alaskan Native	39	--	--	--
Asian or Pacific Islander	920	51%	11%	38%
Hispanic or Latino	1,382	16%	16%	68%
White	15,815	31%	27%	42%
Sex				
Male	9,217	32%	22%	46%
Female	10,261	28%	29%	43%
Special populations				
Limited English proficiency	1,029	25%	13%	62%
Low income	3,364	23%	16%	61%
Special education	2,483	11%	17%	72%

Note: These data pertain to Massachusetts public high school graduates in the class of 2005 who enrolled in a Massachusetts public institution of higher education in fall 2005. They do not include information on students who enrolled in private higher education in Massachusetts or in out-of-state institutions.

Source: *Massachusetts School-to-College Report, High School Class of 2005*.
<http://www.doe.mass.edu/research/reports/s2c.html>

**Developmental course-taking in postsecondary education among
Massachusetts public high school graduates, class of 2005**

	Percent
Total	
Percent enrolled in at least one developmental (remedial) course in their first semester	37%
Percent enrolled in one subject area	22%
Percent enrolled in more than one subject	15%
Higher education segment (% enrolled in at least one)	
State university	8%
State college	22%
Community college	65%
Race/ethnicity (% enrolled in at least one)	
African American	59%
Asian or Pacific Islander	33%
Hispanic or Latino	58%
White	34%
Special populations (% enrolled in at least one)	
Limited English proficiency	50%
Low income	52%
Special education	63%

Note: These data pertain to Massachusetts public high school graduates in the class of 2005 who enrolled in a Massachusetts public institution of higher education in fall 2005. They do not include information on students who enrolled in private higher education in Massachusetts or in out-of-state institutions.

Source: *Massachusetts School-to-College Report, High School Class of 2005*.

<http://www.doe.mass.edu/research/reports/s2c.html>

Educator data

Teachers in Massachusetts, 2007–2008 school year

Total number of teachers	70,718
Percent of teachers licensed in teaching assignment	95.8%
Percent of classes in core academic areas taught by teachers identified as highly qualified	95.7%
Student to teacher ratio	13.6 to 1
Average teacher salary	\$58,257

Source: Massachusetts State Profile. <http://profiles.doe.mass.edu/state.asp>

Licenses, renewals, and waivers issued

Description		2007	2008
Educator licenses issued *		21,327	17,169
Preliminary	First license for people who have not completed an approved educator preparation program; valid for five years	4,838	3,862
Initial	First license for people who have completed an educator preparation program; valid for five years	11,631	9,831
Professional	Second license for people who have been employed for at least three years under an initial license; must be renewed every five years	4,295	3,197
Temporary	Temporary license for experienced teachers from another state; valid for one year	291	260
Vocational	Licenses issued for educators in vocational schools (may be Preliminary, Initial, Professional, or Temporary)	236	211
Renewals and waivers issued **			
Renewals	Renewals of professional licenses for experienced educators	5,239	7,289
Waivers	Waivers of licensure requirements for districts that have made a good-faith effort to hire a licensed or certified educator for a particular position but have been unable to find one	3,607	3,258

Notes: The descriptions of the licenses are in general terms and are not meant to fully detail all the pathways to each license.

* Data are for calendar years. Calendar year 2008 includes data through September 23, 2008.

** Data are for fiscal years.

Source: Educator Licensure Office.

School and district data

Chapter 70 foundation aid, statewide totals, FY08

	State total
Foundation enrollment	949,580
Foundation budget	\$8,406,096,436
Required minimum local contribution	\$4,997,705,374
Chapter 70 aid	\$3,725,343,327
Net school spending	\$8,723,048,701

Note: For further explanation of this terminology, see *School Finance: Chapter 70 program*.
http://finance1.doe.mass.edu/chapter70/chapter_08_white.html

Source: *FY08 Chapter 70 Aid and Net School Spending Requirements*.
http://finance1.doe.mass.edu/chapter70/chapter_08.html

District enrollment and average expenditures per pupil by function, FY07

Pupils	
Enrolled at the district	940,680.1
Tuitioned out of district	53,398.5
Total pupils	994,078.6
Expenditures per pupil in the district	
Administration	\$401.31
Instructional leadership	\$770.08
Classroom and specialist teachers	\$4,513.45
Other teaching services	\$818.86
Professional development	\$222.46
Instructional materials, equipment, and technology	\$355.85
Guidance, counseling, and testing	\$328.15
Pupil services	\$1,080.73
Operations and maintenance	\$1,014.23
Insurance, retirement, and other	\$1,928.63
Expenditures per pupil outside the district	
Payments to other districts	\$19,346.57
Total expenditures	\$11,788,574,228.00
Total expenditures per pupil	\$11,858.79

Source: *FY07 Expenditures Per Pupil, All Funds*.
http://finance1.doe.mass.edu/statistics/function07_note.html

District and school improvement rating summary, 2008

		ELA		Mathematics	
		N	%	N	%
Districts	Met NCLB goal	4	1.0	2	0.5
	Improved	101	26.5	179	47.0
	No change	174	45.7	170	44.6
	Declined	102	26.8	30	7.9
	Total number of rated districts	381	100.0	381	100.0
Schools	Met NCLB goal	52	3.0	20	1.2
	Improved	554	32.3	936	54.5
	No change	623	36.3	535	31.2
	Declined	487	28.4	225	13.1
	Total number of rated schools	1,716	100.0	1,716	100.0

Note: Improvement ratings correspond to the amount of aggregate CPI gain a school or district achieved in 2008 as compared to 2007. The improvement that a school or district is expected to make from one year to the next is expressed not as a single numeric target but as a target range including an "error band" around the target number. The improvement categories reported here are: *Met NCLB goal* (all students scored Proficient or Advanced); *Improved* (performance improved above the error band); *No Change* (gain was equivalent to the baseline plus or minus the error band); and *Declined* (gain was below the baseline and below the error band).

Source: Office of NCLB Accountability.

School district technology, 2006–2007 school year

Students per high-capacity computer	3.6 to 1
Percent of classrooms connected to the Internet	99%
Percent of computers connected to the Internet	97%
Percent of schools with at least one laptop	62%
Average technology expenditures per pupil	\$294

Note: A high-capacity computer is one capable of running most software except for the latest video and graphics programs, with a minimum of 128 Mb of RAM and a Pentium 3 or Macintosh G3 processor (or equivalent).

Source: *Technology in Massachusetts Schools*.

Agency information

State education funding, FY07 and FY08

Account	Account Description	FY07	FY08
1 – Support for students			
7010-0012	METCO	19,615,313	20,615,313
7027-0016	Work-Based Learning	2,329,566	2,804,566
7027-0019	School to Work Connecting Activities	4,129,687	4,129,687
7030-1002	Kindergarten Development Grants	27,000,000	33,802,216
7030-1005	Early Intervention Tutorial Literacy	2,900,000	2,900,000
7035-0002	Adult Learning Centers	29,522,628	30,101,384
7051-0015	Supplemental Food Assistance	1,247,000	1,247,000
7053-1909	School Lunch Mandated State Match	5,426,986	5,426,985
7053-1925	School Breakfast Program	2,266,575	4,277,645
7053-1927	School Breakfast Pilot	2,011,060	n/a
7061-9404	Supports to Close the Achievement Gap	10,332,793	13,215,863
7061-9600	Pilot Concurrent Enrollment Program	2,000,000	1,575,000
7061-9610	Matching Grants to Citizen Schools	300,000	475,000
7061-9611	After School Program	1,000,000	2,000,000
7061-9614	Alternative Education	1,250,000	1,195,840
7061-9621	Gifted & Talented Programs	750,000	765,000
7061-9626	YouthBuild Programs	2,050,000	2,270,500
7061-9634	Massachusetts Service Alliance Grants	712,000	712,000
	Total – Support for students	114,843,608	127,513,954
2 – Support for educators			
7010-0216	Educator Workforce Development	664,797	845,881
7027-1004	PD for English Language Acquisition	500,000	470,987
7030-1003	John Silber Early Literacy Program	3,672,990	3,540,000
7061-9411	PD for Leadership	1,000,000	1,000,000
7061-9604	Educator Certification Program	1,806,679	1,820,065
7061-9804	PD for Mathematics	2,000,000	895,367
	Total – Support for educators	9,644,466	8,572,300
3 – Support for schools and districts			
7035-0006	Regional School Transportation	55,500,000	58,300,000
7035-0007	Transportation of Non-Resident Students	2,000,000	1,950,000
7052-0006	Regional School Planning Grants	19,076	19,076
7061-0008	Chapter 70 Foundation School Aid	3,505,520,040	3,725,671,328
7061-0011	Foundation Reserve	4,500,000	5,500,000
7061-0012	Special Education Circuit Breaker	207,700,000	220,000,000
7061-9010	Charter School Reimbursements	73,790,525	73,790,525

Account	Account Description	FY07	FY08
	Subtotal: Support for S&D – Local aid	3,849,029,641	4,085,230,929
7010-1002	Certificate of Occupational Proficiency	1,300,000	1,300,000
7028-0031	Special Education in Institutional Settings	7,567,383	7,645,700
7061-0029	Office of Educational Quality and Accountability	3,430,618	2,974,554
7061-9300	Development of Curriculum	5,200,000	0
7061-9400	Student Assessment (MCAS)	27,800,000	27,749,039
7061-9408	Targeted Assistance to Schools and Districts	4,977,344	9,100,434
7061-9412	Expanded Learning Time Grants	6,500,000	13,000,000
7061-9612	W.P.I. School of Excellence	1,525,231	2,025,231
7061-9619	Franklin Institute	300,001	1
	Subtotal: Support for S&D – Other	58,600,577	63,894,958
	Total – Support for schools and districts	3,907,630,218	4,149,125,887
4 – State leadership			
7010-0005	ESE Administration	11,052,905	13,612,790
7061-9200	ESE Information Technology	768,866	5,515,000
	Total – State leadership	11,821,771	19,127,790
GRAND TOTAL		4,040,509,445	4,301,265,423

Source: FY2009 Budget Summary, Historical Budget Levels.
http://www.mass.gov/bb/gaa/fy2009/app_09/dpt_09/hhdoe.htm

State and federal grants, FY08

Total number of grant programs	97
Total number of grants processed	4,587
Total dollar value of grants processed	\$720 million
Federal grant programs	\$597 million
Title I (education for the disadvantaged)	\$216 million
Title II-A (teacher quality)	\$48 million
IDEA (special education)	\$244 million
Perkins (vocational education)	\$18 million
Other entitlements & discretionary programs	\$71 million
State grant programs	\$122 million

Source: Grants Office.

Agency staffing

Centers & Units	N of staff	Full-time equivalents
Office of the Commissioner	30	27.65
Commissioner's office	9	8.4
Deputy Commissioner	6	6
Legal Office	9	7.75
Chief of Staff	2	2
Office of Strategic Planning, Research, and Evaluation	4	3.5
Accountability and Targeted Assistance	67	66.5
ATA office	14	14
Curriculum Standards	4	4
Language Acquisition and Academic Achievement	3	3
Mathematics, Science, and Technology	7	7
NCLB Accountability	9	9
Reading and Literacy	13	13
School and District Intervention	11	11
School Performance Evaluation/Education Leadership	6	5.5
Administration and Finance	59	58.4
A&F office	5	5
Audit and Compliance	3	3
Business Office	12	11.4
Human Resources	18	18
Plant and Operations	12	12
Procurement	2	2
State Budget and Finance	7	7
Lifelong Learning, Assessment, Educator Quality, and Technology	157	152.65
LLAEQT office	5	4.65
Adult and Community Learning Services	30	30
Educator Licensure	33	30.25
Educator Preparation and Quality	9	8.65
Information Services	17	17
Instructional Technology	2	2
Student Assessment	35	34.1
Technical Services	26	26
School Finance, Charter Schools, and Bureau of Special Education Appeals	47	46.85
SF, CS, BSEA office	5	5
Charter Schools	9	8.85
School Business Services	7	7
School Finance	3	3
Special Education Appeals	23	23
State and Federal Programs	183	180.6
State and Federal Programs office	10	4.8
Career/Vocational and Technical Education *	11	11

Centers & Units	N of staff	Full-time equivalents
Elementary School Services	5	4.8
Grants Management	9	8.7
Nutrition, Health, and Safety Services *	36	34.8
Program Quality Assurance	44	43.8
Secondary Education Services *	10	10
Special Education Planning and Policy	14	14
Special Education Services in Institutional Settings	38	37.5
Student Support, Career, and Education Services *	6	6
Total	543	532.65

Note: The directors of the career/vocational and technical education; nutrition, health, and safety services; and secondary education services units report to the director of student support, career, and education services, who then reports to the director of state and federal programs.

Source: Office of Human Resources. Staffing as of July 19, 2008.